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ABSTRACT

This report encompasses the results of two 1974-75 testing programs: (1) the Florida Statewide Assessment Program of communication skills and mathematics, administered to pupils in grades 3, 6, and 9, and (2) the countywide testing program involving the Stanford Achievement Test, a national standardized test administered to pupils in grades 1-12. These programs differ with respect to the types of instruments utilized, the use of their results, and their geographic scope. The body of the report is divided into several sections. In the first section, a summary and interpretation of the district wide results is presented in a question and answer format. Attempts have also been made to anticipate the major questions the typical reader might ask and to provide answers in as simple a form as possible. Pollowing this section are the major sections on the district results for the State Assessment and Stanford, or district-wide, program. Tables denoting the by-grade and by-subject area results are presented here. (Author/DEP)

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DADE COUNTY PUBLIC SCHOOLS

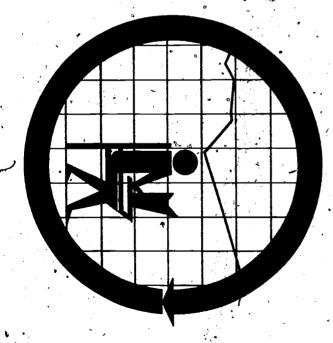
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PUBLIC SCHOOLS

1974 - 75



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INTRODUCTION AND SUMMARY

test administered to pupils in grades 1-12. These programs differ with respect to the types ment Program of communication skills and mathematics, administered to pupils in grades This report encompasses the results of two 1974-75 testing programs: (1) the Florida Statewide instruments utilized, the use of their\results, and their geographic scope the countywide testing program involving the Stanford Achievement Test, a national standardized 3, 6 and 9, and

Second, they attempt to summarize the major results and the conclusions drawn from the achievement essential background necessary to read the remaining and more technical sections of the report summary and interpretation of the district-wide results is presented in a question and answer format body of the report is divided into several sections. and answers serve two general purposes. First, they provide the reader with the In the remainder of the current section, a

Attempts have also been made to anticipate the major questions the typical reader might ask and previde answers however, relatively complex phenomena, and for this reason even this summary may take considerable in as simple a form as possible. Achievement results and their interpretation are

Stanford, or district-wide, program. presented Following this section are the major sections on the district results Tables denoting the by-grade and by-subject area results are for the State Assessment

by-school sections, but will be presented in each school's Annual Report of School Progress as area; schools are listed alphabetically by level. required by law. later sections The questions begin on the following page consist of the by-school results. State Assessment results are not presented in the These results are organized by administrative

s the difference between Statewide Assessment and the

at a given point in time. of the extent to which respondents "pass" the many individual objectives measured by the tests reasonably assessed during one year, the test questions change from one to another year. This change limits the usefulness of the State Assessment results to specific pupils in these grades measures on many important skills. I reasonably assessed during one year, State Department of Education. The advantage of these tests is that they provide performance testing program for individual students, schools, the county and the state are given in terms These objectives represent basic skills that most pupils should master at certain critical grades The Statewide Assessment program tests all third, sixth, and ninth graders throughout Florida, n "priority" communication skills (reading and writing) he questions asked in the tests are developed from priority objectives as established by the However, since there are and mathematics. more objectives than can be Results of this

mathematics concepts. student performance in the areas of reading comprehension, mathematics computation and on a countywide basis, these scores can serve many different purposes, such as placing pupils consequence, the Stanford is called a "norm-referenced" test. Scores on the Stanford are, then, school's) performance to that of a representative national sample called a "norm group". in special programs and tracking achievement across time. are useful for instructional planning and evaluation. relative rather than an absolute measure of achievement. Since the Stanford is administered The Stanford test is given to nearly all Dade students, at all grade levels, and measures For this test, results are given in terms that relate a student's However, both types of test scores

Several types of scores are used to report results. How does one interpret these different

achieving an objective Three types of scores are used: grade equivalents, percentiles and percentages of pupils

sample of pupils tested in a particular grade and month. Typically, tests are normed near the beginning and end of a grade and scores between the two points are interpolated. number represents the grade and the right number the month in grade; a score of 3.8 represents the level of achievement that is characteristic of a third grader in the eighth month of school A grade equivalent score consists of numbers separated by a decimal, for example 3.8. The norm for grade equivalent is computed from the average level of performance of a national

to grade differences are typically smaller and less meaningful. leyels of pupils differ appreciably from one to the next grade. Grade equivalent scores may be reasonably interpreted in the elementary grades where the skill At the secondary grades, grade

parison group would be the national sample of eighth graders tested in the spring. If, from one grade to the next, a pupil's percentile score did not change, it would indicate that his standing relative to the two national populations also did not change. achieved by the national sample tested at a specific time. For example, a percentile score of 45 for a tenth grader tested in the spring indicates a level of achievement equal to or better Percentile scores, used at secondary grades, compare the performance of the pupil to that The same score for an eighth grader would have the same interpretation except that the comthan that achieved by 45 percent of the national sample of tenth graders tested at the same time

Percentile and grade equivalent scores are used for the Stanford results.

For the State Assessment results, a different reporting procedure is used. an objective if he gets a pre-determined number of questions correct. reported as the percentage of pupils achieving the particular objective(s). the objective simply denotes the percent of pupils passing the objective(s) These results are A pupil passes

Do the State Assessment and Stanford programs

the State test is administered only to third, sixth and ninth graders. test will be discontinued after 1974-75. The major difference is that the Stanford test is administered district-wide at all grades whereas chances are that any pupil tested on State Assessment will also be tested on the Stanford The ninth grade State

will use the "language" whether or not the pupil could comprehend English. For later test administrations, the State Both programs allow most exceptional children to be exempt. In 1974-75, the State program r quired that pupils were tested irrespective of whether their native language was English and cannot comprehend English. will use the "Language" policy adopted by Dade in the Stanford program. This policy states that pupils attending an English speaking school for less than two years may be exempt if they \974-75, the State program re

make-up testing within a specified period of time This policy is under the jurisdiction of school personnel. Finally, both programs allow for

Why did the district select the Stanford as opposed to some other standardized test?

Dade has historically used the Stanford because its norms have characteristically been derived by the publishers of other achievement terms by the selection and testing of norm groups more nationally representative than those selected

Additionally; the Stanford is used by a number of other, large metropolitan school districts, thus enabling a comparison between Dade's, achievement and that of other reasonably comparable objectives. natives by representative school system school districts. (1973) norms and additionally measures a significant proportion of Dade's instructional The selection of this new The version of the Stanford currently used incorporates recently derived is ion was made after a careful study of the alter-就aff members

(1974-75) a new test, Mathematics Concepts, was administered in the district program Why was this test added

instructional programs. In the past, only computational skill has been assessed in the district program. Simply put, computational skill represents the ability to get the correct answer to an arithmetic problem that is already set up, such as dividing 12 into 72 to get 6. This is, of course, an important skill, but not nearly a sufficient one. Equally important - perhaps skill in everyday arithmetic and to tap additional content areas covered in all individualized Basically, the additional test was included in order to provide a wider basis on which to assess division is so that one will know not only how to divide but when division is appropriate. example, knowing that a dozen eggs cost 72¢ and wanting to purchase only six, how much does one more important as the use of inexpensive calculators becomes more widespread - is knowing what In order to solve problems like this, one must understand the concept of division

6. What types of questions are asked on the different tests?

equations, computing areas of geometric figures, solving word problems, interpreting bar graphs and three digit numbers and to do problems involving fractions. Tests for later grades involve simple a pupil how much tax would be paid on an item costing \$4.50 whereas the Stanford would not. Both Both the State Assessment and Stanford tests concentrate on basic skills. In mathematics, the questions in the two tests are similar but not equivalent. The State test, for example, might as tests, for example, ask the third grade pupil to add, subtract, multiply and divide using two and

prehension, the ability to interpret, recall, and make deductions and inferences about what Stanford tests, in either reading or mathematics. read. The complexity of the items increases from the lower to higher grades, from simple sentences to paragraphs like ones found in most encyclopedias. Incidentally, it is our opinion that the typical adult, nationally or in Dade county, would score below the norm.on the senior high In the verbal area the two tests differ considerably. The Stanford concentrates on reading COM-

analysis, sentence stracture, punctuation and capitalization, alphabetization, reference skills moderate emphasis on comprehension. The Communication Skills test in the State program has a wider range of content with only a In addition to comprehension-type items, it covers phonic

How close to the state and national norms did Dade pupils come?

centage points is more or less constant at each of the three grades. On mathematics skills, Dade pupils out-performed the state population (71.4% versus 70.9%) but the difference is too compared to the state average of 72,8 percent. First consider the State Assessment results. small to warrant attention. reading comprehension and study skills), Dade pupils mastered 69.9 percent of the objectives In communication skills (word attack and analysis This difference of approximately three per-

about four months below grade level at the elementary grades. At the secondary grades Dade pupils average about eleven percentile points below the national average Stanford results indicate a similar pattern. In reading comprehension, the Dade results average

computation. At the elementary grades, concept results average about one month below grade level: At grades seven and eight Dade averages 16 percentile points below norm (the mathematics concepts test is not available above grade eight) For mathematics computation, the elementary grades average about one month above the national norm. At the secondary grades the average is about four percentile points below the norm. 1 mathematics concepts results fall between those for reading comprehension and mathematics

<u>indicated that Dade's achievement was declining each year.</u>

One cannot answer this question as far as the State Assessment program is concerned because the test he elementary and secondary levels. While there are some differences from one grade to another questions are changed each year. We can, however, compare 1974-75 Stanford results to those for 1973-74 when only one-half of Dade's pupils took the same Stanford tests. Generally, these results dicate that the downward drift noted earlier for reading scores has effectively ceased at both reading scores for 1974-75 are essentially the same as those for 1973-74.

years, of course, the schools had been "held accountable" only for the computational aspects of mathematics. Next year when two years of scores are available on both tests, we will be able to tell if mathematics achievement $in\ toto$ is declining or if there is simply an equalization of probably caused teachers to give more balanced attention to both areas of mathematics. In prior Second, a new test in mathematics concepts was added this year. Together, these two factors systems approaches emphasize the conceptual as well as the computational aspects of mathematics. For mathematics computation, however, the 1974-75 averages have declined, particularly at the later elementary grades. We believe this decline results from two factors. First, the math two areas.

Are there certain grades in which Dade's achievement is particularly above or below the

Generally speaking, Dade achievement scores approximate the national some time. For all subtests of the Stanford, achievement appears to then gaining toward the norm at the senior high level. for the early grades, dropping below the norm for the middle (junior high) grade level, and be at or above the norm 'wwou as they have

Reading achievement of the middle grades (late elementary and junior high) is somewhat further below the norm than that of earlier and later grades.

Computational mathematics achievement is above the norm for most elementary grades and below the norm for secondary grades, showing gradual improvement at the senior high level, culminating in "at norm" 12th grade achievement

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grade, then declines Mathematics Concepts achievement (measured for the first time) to approximate, then falls below, the norm in grades two through eight. is above the norm for the first

). What factors affect achievement:

of verbal interaction between adults, and children and adults, the extent to which reading, correct usage of words and so on is stressed, the degree to which the child is urged to learn and is generally referred to as "socioeconomic" and "socioeducational" conditions. These factors typically refer to such conditions as the number of books and magazines in the home, the quality control. questioned about what has been read, heard or seen. One may distinguish between environmental (or extra-school) factors over which the schools have The dominant factors that affect reading comprehension are extra-school factors and are no control and factors that are within school, factors over which the schools have some

Obviously, the educational and economic background of the adults in the home has a substantial influence on the development of the child's verbal skills. The majority of the child's waking environment is verbal, and he spends considerably more time in the "outside of school" than the "inside of school" environment. Additionally, in the early years the adult to child ratio is much "inside of school" environment. Additionally, in the early years the adult to child ratio is m larger outside the school than in the school. And the pre-and post-natal care and the adult-tochild ratios are more favorable in the higher socioeconomic environments

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are advantageous for some pupils. Analytic approaches to reading (systems—like approaches) also appear to affect reading skill tests.These effects typically take three years or so to become distinguish between the more and less effective teachers have yet to be conclusively identified impact is perhaps six or more times stronger. The school factors are additionally, harder to The schools, of course, also influence verbal skills, but research suggests that the extra schoo Also, individual teachers vary in their effectiveness, but the characteristics that A few studies suggest that smaller*classes (much smaller than in the typical school

closely related to mathematics than reading achievement *mathematical". We consider the decline in computational mathematics, and the higher than anticipated concepts achievement ≯ presumedly as a result of the more equitable distribution school factors, especially over long periods of time. This finding is understandable in that/the school is typically the place where math is learned - the extra-school environment is less so. The stability of the faculty and pupil populations at a school are, for example, more mathematics. The same school factors that impact upon peading impact upon mathematics but more time between computation and concepts - to be a result of the instructional sensitivity of For computational mathematics, the impact of the school is closer in importance to that of extra

What are expected scores and why are they used?

as their achievement test results are concerned. conditions over which the school has no control will influence pupil achievement. Since schools' pupils differ substantially in these characteristics, some sort of adjustment for these differences is required. The expected score procedure is a method for placing schools on a more equal Ψe have earlier noted that factors and footing so far

The expectancy procedure works on a similarity in background and past achievement basis. All pupils of the same background (grade, level, ethnic and sex membership) and who had the same test score the previous year are defined as similar. The average score from the current member. testing is computed for each similar group and becomes the expected score for each group. levels of average achievement. Different groups, then, have different expected scores only if they show different

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throughout the district. For each school, the expected and attained (or actual) scores of its pupils are averaged The difference between the expected and attained scores represents the extent to which pupils in one school have an average level of achievement that differs from that of similar pupils

12. Why doesn't the State Assessment Program use expected scores:

process of developing expected and attained-minus-expected scores for each school participat Assessment results. The State recognizes that extra-school factors influence pupil achievement, and is in the ing in the program. These results should be available later this year for the 1974-75 State

attempt was made to collect achievement data from the fifteen largest metropolitan school districts in the country. Data sufficiently complete for use in a comparison was obtained from eight of these districts. (Duval County, Florida; Detroit, Michigan; Fairfax, Virginia; Houston, Texas; Pittsburgh, Pennsylvania; New York, New York; Chicago, Illinois; and Los Angeles, California). For purposes of validly comparing the achievement of Dade with that of other districts, an

of the other districts used for comparison. At that grade level, Dade's math achievement is superior to all districts with the exception of New York City. For reading achievement, Dade's record is only slightly less impressive. For all grade levels except the first, Dade's of the comparison districts. students achieved at or above the level of students in the majority of the other districts used at all grade levels except the third, Dade's achievement is superior or equal to that of al with that of these districts. for comparison. In terms of score deviations from national norms, Dade's achievement compares quite favorably At that grade level, This is especially true with achievement in mathematics where, Dade's achievement is at or above the performance of half

Can one determine the success of the "systems" instructional approaches from this

on systems instruction is currently being prepared and should be available in report form by No, these data describe results at the district and school levels only. A special evaluation

<u>Do pupils in our schools for two or more years have higher levels of achievement than other</u>

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term pupils by one to three months for both reading and mathematics computation. In reading these pupils tend to average one year of gain for each year in school, despite the fact that Dade's student population is below the national average socioeconomically. This is, of course than pupils tested only one year. regarded as a positive finding. Yes, pupils tested in Dade schools for two years do tend to show higher levels of achievement At the elementary grades these differences favor the longer

nine months. In mathematics, the average gain from one year and grade to the next is slightly greater than This gain is, of course, affected by the decline in computational scores noted

At the secondary levels, scores for pupils tested for two years are also higher, but on a gain basis they did not do quite as well as the elementary pupils. This is particularly true for the computational mathematics gains for pupils who were sixth graders in 1973-74 and seventh graders in 1974-75. While these latter pupils did evidence an increase in commoving from grade six to seven putational skill, they actually showed a smaller increase than one would typically expect in

What kinds of things is the District doing to improve pupil achievement?

actions, most of which are alfeady underway. An examination of achievement results contained in this report suggest certain programmatic These include:

- (1) Continued implementation of Dade's systems approaches to mathematics and reading with the State's "priority" objectives. It is expected that Systems reading and mathematics program will be fully developed and implemented in all Dade schools by instruction; approaches which systematically individualize instruction on the basis of student needs with respect to pre-established objectives many of which coincide
- Continued improvement and expansion of Bilingual Programs (indlucing English for Speakers of Other Languages) to compensate for lack of experience in the speaking and reading of the English Tanguage by Dade's substantial Spanish-speaking student population.
- Continued review of achievement testing results at classroom school area, and county levels to react to identified priority needs with specific programs of remediation.

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- **(4**) The development of several instructional programs in mathematics, reading and writing skill areas to assist school level personnel in the upgrading of skills found to be deficient in the testing program.
- (5) The major share of Title I and ESAA monies is allocated to programs which seek to remediate achievement deficits in specifically defined segments of Dade's student population.
- 6 Staff development programs for elementary and secondary teachers in reading and math are available to upgrade instructional competencies in this area.
- Special allocations have been made for the support of junior and senior high reading aboratories
- (8) Reading and mathematics resource personnel and classroom aides have been employed to assist classroom teachers with on-site instructional problems.

mean that all pupils scored about 3.89 (or some percentile) for its third graders, does

No, it would be very unusual if this happened. Since the 3.8 is an one-half of the pupils will have higher and one-half lower scores. stanine distributions which are explained in the text. will score much lower and a few much higher. For the first time in this report, a stanine distribution of achievement in each grade is presented for each school. This distribution shows the range of achievement. The interested reader should inspect these Since the 3.8 is an average score, about Further, a few pupils

pupil scores low on the Stanford or State Assessment test, what does the score mean and ght the socre be used by the teacher or principal?

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of school personnel is to judge whether or not the score is a reasonable estimate of achievement. In the vast majority of cases the score will be accurate. For the occasional pupil, however, the score may be too low; he may, for example, habe been ill during the testing. havior and, like any other sample, may be off from one to another degree. The first thing to remember is that the test score is based on a sample of achievement be-One responsibility

(or advanced) program in either reading or mathematics. Schools may find the scores useful for selecting the agraral range of instructional materials and for determining instructional for selecting the agraral range of instructional materials and for determining instructional emphases. The principal is more likely to look at scores for groups of pupils but for much the same reasons as the teacher uses the individual's score. By analogy, the test result is similar to the results of a physical for a medical check-up. It indicates areas where vestigation and "treatment" "things" are 0.K. and where there appear to be problems which require further attention, in-If the score seems reasonable, it may be one basis for placing the pupil in a compensatory tion purposes Scores from these tests are not used for promotion or gradua-By analogy, the test result is

The testing time depends on the subject area, grade level and type of test being taken. Generally, however, each of the three Stanford tests take about 45 minutes, with the lower grades taking less and the higher grades more time. The Stanford mathematics tests general consist of 40 to 50 questions and the reading tests from 60 to 80 questions. The State Assessment tests each take an hour or a little more. The mathematics tests will typically contain 70-100 and the reading 100-120 questions. so that a pupil would spend no more than 30-45 minutes taking a test at a single sitting The testing periods are typically split The Stanford mathematics tests generally

mechanisms for measuring achievement exist. Among these are:
(1) The Florida 8th and 12th grade testing program.
(2) Scores on tests developed by individual classroom teachers Although the two testing programs described in this report collectively provide the most valid and comprehensive view of student achievement within the county, other programs and

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Grades on report cards

Measures of achievement intrinsic to certain county-developed programs of instruction (for example, the Systems Reading and Math Programs

Abbreviated achievement tests, such as the Wide-Range Achievement Test, used assessment of twelfth grade students being considered for special placement.

Board-mandated evaluations of county-wide programs evaluation of student achievement. which often include an

Overall, what are the two or three most important findings from the State Assessment results?

within the state. At third and sixth grade levels, greater percentages of students achieved passing objectives (2.8% for communication skills objectives and J1.1% for mathematics objectives). with those of the previous year indicate considerable gains in the percentage of students achieved by a majority of Dade students, approximating the performance of other students State Assessment results indicate that communication skills and mathematics objectives were mathematics objectives than reading objectives - - for the ninth grade level, the reverse was true. For both communication skills and mathematics, a comparison of this year's results

areas for individual students or groups of students suited for comparisons of performance between grade levels or skill areas. Tests of this type are best suited for the identification of specific strengths or weaknesses within skill It should be noted that results of objective-referenced testing programs are not ideally

it supports our earlier contention that the past decline in reading achievement has been due to changes in our pupil population. Second, it demonstrates that pupils remaining in Dade schools are receiving "quality education", particularly at the elementary grades. This occurs in spite of Dade's comparatively low socioeconomic and high "bilingual" standing relative to the national population. This finding, in turn, is indicative of two things. First, Perhaps the singularly most important finding is the fact that pupils staying in Dade County Schools for several years gain about a year in reading achievement for each year in school.

He would hope that no over-all decline occurs in these scores, but there may be some additional balancing of the results on the two tests. more equally on concepts and computation. In next year's results, two years of scores will be available on both concepts and computation. Particular attention will be paid to these results expected as a result of a more balanced approach to math instruction, an approach which focuses is the decline in computation scores and the higher than expected results in mathematics concepts. Of course, we do not like to see the computational results decline, but it is to be innovations at the junior high level. Three other findings are also important. eight, especially in mathematics. The second most important finding is the identification of low test scores in grades seven and This finding clearly documents the need for instructional One of these

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Achievement Reports has apparently ceased. At this time, we believe this result has two explanations. First, it may be a sign that the decline in the socioeconomic and socioeducational Also important is the fact that the decline in reading comprehension scores noted in earlier structionally-oriented. characteristics of our pupil population is slowing. Second, it may reflect improved instructonal programming, particularly in kindergarten where the programs are becoming more in-

being developed. resource and instructional programming activities focused on the elementary schools over the last several years. They also reflect a need for similar considerations at the secondary results at the secondary levels somewhat less so. Finally, we view the achievement results at the elementary levels quite positively and the Plans for increased instructional intervention at the secondary levels are currently veloped. Over the next several years, we hope to see evidence that these changes are These results reflect, we believe, the

FLORIDA STATEWIDE ASSESSMENT PROGRAM

UVERVIEW

During 1974-75, students in grades three, six and nine in each of Florida's school districts writing and mathematics. participated in the Statewide Assessment Program to measure achievement of objectives in reading,

One of the most difficult tasks faced by educators is the accurate assessment of what a student port assessment results. Statewide Assessment Program was formed to conduct the evaluation of pupil performance and to restatewide objectives be established and that student achievement of the objectives be assessed. The In 1971 the Florida Legislature passed the Educational Accountability Act, requiring that

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quiring the Department of Education to expand its capabilities to affect constructive educational change, improve the quality of education, and make the state's educational program more effective The move toward educational accountability began in 1968 when the Legislature enacted a

grades on selected skills in reading, writing and mathematics. In 1973-74, a fourth area, science selected reading-related skills. In 1972-73 the program tested students in third, sixth and ninth was added at grades six and nine The assessment program began operation in 1971-72, testing a sample of second and fourth graders on

graders, 124,000 sixth graders, and 120,000 ninth graders were tested statewide on their achievement In 1974-75, sampling was discontinued, as was the testing of science. of priority objectives in communication skills (reading and writing) and mathematics Consequently, 107,000 third

each year the objectives have been revised and the number of objectives reduced. Essentially the same set of objectives has been used for Statewide Assessment since 1972-73, although grades tested, and varied sampling within schools, a new contractor has been selected each year for fulness of Statewide Assessment results, and will continue to do so until the program stabilizes Educational Testing Service (ETS) was the contractor; for 1974-75, Westinghouse Learning Corporation the development of items and the printing and distribution of test materials. (WLC) handled the contract responsibilities. is in a state of flux. Besides year-to-year changes in subject areas assessed, This instability places limits on the validity and use-In 1973-74, the

with the exception of students classified as Trainable Mentally Retarded, Educable Mentally Retarded, graders were defined similarly. The testing population included all students attending public schools school without kindergarten or their fourth year of school with kindergarten. For the purposes of assessment, third graders were defined as those students in their third year or blind, or as students with other handicaps which would preclude their being reliably assessed. Sixth and ninth

Objective-referenced testing has two main uses. specific areas which are strengths and weaknesses for the state, each district, and each school. This of the Statewide Assessment Program is on the latter purpose--testing to identify the skills many stustudent is having difficulty and (2) the skills with which many students need help. knowledge can help educators evaluate instructional programs and determine whether to set new priorities dents need to improve. or reallocate resources The focus on identifying the skills needing improvement is to discover the It can identify (1) the skill with which an individual The primary emphasis

At the same time, by using student assessment reports, the classroom teacher can continue individual students to help them learn. In this way, the problems common to most students can be identified, and the instructional system can be revised to meet these problems

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Jade County Results

each school, and are beyond the scope of this report. This section of individual schools will be reported in the Annual Reports of School Progress issued about May by the report encompasses a description of state- and county-level data only. Data for

considerable. each objective within each skill area (communication skills and mathematics). The amount of data is grade level were condensed into a smaller number of skill categories. For Both the state and the district, data is provided by grade on the percentage of students achieving objectives for each basic skill area and by indicating interim objectives subsumed under the terminal Education has defined performance standards for basic skills areas by identifying several terminal In order to simplify this report, the large list of objectives for each skill area and The Florida Department of

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For basic communication skills the student will demonstrate: terminal skills for basic skills in communications and mathematics are, as follows:

- Technical skills necessary for comprehending and creating written and verbal communication;
- Ability to comprehend and create written and verbal communication, including the abilities to generalize, synthesize, infer and make critical evaluations; and
- Ability to use a variety of skills and sources in the acquisition of knowledge

For basic mathematics skills the student demonstrates:

- Understanding of arithmetic concepts and utilization of accurate computational skills;
- and measurement skills; geometric and measurement concepts and utilization of accurate geometric
- II. Ability to solve real-world problems utilizing arithmetic, geometric, and measurement concepts

Communication skills objectives were achieved by an average of 75.2% of the 17,400 Dade students 18,200 ninth grade level students. the third grade level, 68.4% of the 20,000 students, at the sixth grade level, and 66.0% of

skills percentages slightly lower than those for the state by an average of between one and eightstudents and state students who achieve individual objectives is quite close, with Dade communication whole with the percentage that achieved them in Dade County. In most cases the percentage of Dade of what students can or can not do individually. The intended purpose of administering objective-reference tests is to provide a precise determination data comparing the axerage percentage of students that achieved the objectives in the state as a practical significance for implying any real relative deficit in Dade students' abilities to function tenths to three and seven-tenths percentage points. In general, these differences have little lower socioeconomic students comprising the Dade schools lation of Dade County students whose primary language is Spanish and by the larger proportion of in the communication skills area. Most of the differences may be accounted for by the large popu-In addition, Statewide Assessment results include

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Highlights of Results - Mathematics Skills

with Dade mathematics skills percentages ranging from about four tenths percentage points below the sixth graders, and 62.1% of ninth graders. Dade percentages were quite similar to those for the state Objectives within the mathematics area were achieved by an average of 81.5% of third graders, 70.6% of plained in part by Dade's large percentage of bilingual pupils since English language deficiencies are fact that Dade pupils perform slightly better on mathematics than on reading objectives may be extical or statistical sense for the majority of the objectives across grade levels were evident. not as evident when dealing with arithmetic related test items. to one and seven tenths points above the state scores. No real differences in either a prac-

Assessment Reports produced by the state will be organized around these goal areas previously listed, are delineated further by the following specific objective categories, currently under study by the State Department of Education. referenced from the 1973-74 report. The performance standards for basic skills areas identified under the broader terminal objectives These terminal skills represent newly developed goal areas It is anticipated that future State primarily

Communication Skills

Terminal Skill

- Technical skills necessary for and verbal communication comprehending and creating written (word attack and analysis skills)
- II. written and verbal communication, Ability to comprehend and create critical evaluations. (comprehension-evaluation skills) ize, synthesize, infer and ncluding the abilities to general-
- Ability to use a variety of skills and sources in the acquisition of knowledge. (study skills)

Mathematics Skills

Terminal Skill

- Understanding of arithmetic concepts and utilization of accurate computational skills.
- Understanding of geometric and and measurement skills. measurement concepts and util-
- arithmetic, geometric, and Problem solving skills utilizing measurement concepts and skills.

Objective Category

- Decoding Skills
- Vocabulary
- Sentence Interpretation Syntactical Skills

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- Mechanics
- Reading Comprehension Rhétorical Skills Critical Skills
- Study Skills

Objective Category

- Number and Numeration
- Fractions, Decimals and Mixed Numbers
- Properties of and Computation with Whole Numbers
- Geometry
- Measurement
- Problem Solving Probability and Statistics

grade levels. Results are shown as percentages of district and state students who achieved --skills objectives. Table 1 presents the results of communication and mathematics skills assessment for the three

TABLE I
Percent of Students Achieving Skills Objectives
1974-75

Terminal Skills	Gra	Grade 3	Grade 6	6	Grade	de 9	
Objective Category	Dade	State	Dade	State	<u>Da de</u>	State	
Communication Skills	•						ugu)
I. Word Attack and Analysis	77.9	81.0	67.9	69.9	63.1	66.8	
II. Comprehension-Evaluation	67.4	72.8	65.1	66.8	63.7	67.1	
III. Study Skills .	73.1	75.9	75.9	76.9	74.5	77.2	•
Total	75.2	78.9	68.4	70.2	66.0	69.3	
Mathematics Skills		• •				ø	
I. Computation	80.4	· 80.5	74.8	72.6	69.7	68.0	
II. Geometry and Measurement	84.6	85.9	60.3	59.1	37.6	39.1	*
	84.5	86.8	65.0	64.7	53.2	55.6	آني •
Total.	81.5	81.9	70.6	68.9	62.1	61.8	f .
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mathematics skills objectives in 1974-75 as compared to 1973-74. illustrates the average percentage of Dade students who achieved communication and

TABLE 2
Average Percentage of Dade Students
Achieving Communication and Mathematics Objectives
1974-75 versus 1973-74

+11.1	,		#2.8		Average Change	Average
+10.7	51.4 +10.7	62.1	+0.1	65.9	66.0	9
+15.0	55.6 +15.0	70.6	+3.2	65.2	68.4	6
+7.6	73.9 +7.6	81.5	+5.2	70.0	75.2	ω
Change	1974-75 1973-74 Change	1974-75	Change	1973-74	1974-75 1973-74	Grade
kills	Mathematics Skills	Math	kills	Communication Skills	Commun	

on a more equal footing with regards to their socioeconomic and socioeducational backgrounds of results of those available is, perhaps, the Dade vs. State comparison for any given year of the testing program, i.e., as in Table 1. A more preferred method is currently being developed by the this apparent achievement gain may be attributed to improved instruction performance, it should be Therefore, Table 3 is also presented to further analyze the test results fore, these gains could also be attributed to the change in the testing program. The best comparison In communication and mathematics skills, all grade levels performed better than last year. Although noted that these tests administered in 1975 were not the same as those administered in 1974. There-This latter method, similar to the local "expected" results, compares schools and districts

able 3 shows a comparison of Dade and State results°for the two years 1974-75 and 1973-74.

TABLE 3
Average Percentage of Dade and State Students
Achieving Communication and Mathematics Skills Objectives
1974-75 versus 1973-74

+10.2			+11.1			+2.3			+2.8	Je	Average Change	Aver
+ 9.4	52.4 + 9.4	61.8	51.4 +10.7	51.4	62.1	0.0	69.3	69.3	+0.1	65.9	66.0	. 9
+14.4	54.5 +14.4	68.9	*55.6 +15.0	55.6	70.6	+2.4	67.8	70.2	+3.2	65.2	68.4.	6
+ 6.8	75.1 + 6.8		+ 7.6	73.9	81.5	4.6	74.3	78.9	+5.2	70.0	75.2	ω
Chg	73-74		Chg	73-74 Chg	74-75	Chg	73-74 Chg	74-75	Cha	73-74 Chg 74-75 73	74-75	Grade
			. `\	Dade			State			Dade		
		נו ואני כי	ria circila ci ci	Fiac			113	Communication 3K1115	illun i ca	15		

sistent and positive for both at all levels. Dade's gains at each grade level, although generally the premise that Dade's gains could be attributed to improved instruction. not large, are consistently greater than gains for the state as a whole which would tend to support This table indicates a general congruence between Dade and State results, in that changes are con-

DISCUSSION OF RESULTS

terms of (1) how valid a measure of performance they are, and (2) how important they are for cur-Perhaps the most useful purpose of this section would be to provide the various kinds of results in There are many ways in which achievement in communication and mathematical skills can be interpreted

another is an unadvised one, and one for which the tests are not well suited. Additionally, dwelling objectives have been achieved. The use of such in the comparison of one school or district with function of this procedure is to indicate precisely which of a group of well-defined instructional Since the Statewide Assessment battery utilizes an objective-referenced technique, the primary on differences to the—exclusion of absolute achievement percentages leads to inappropriate concerns

which will lead to derivation of expected scores for each district in communication and mathematics differences? Generally, the differences are of a minor and often inconsistent magnitude, probably Granting the number of instances where Dade average results were lower than State results, the question already taken this into account by such practices as generating "expected scores" for the countywide prising Dade County. ↑ Research has documented the impact of socioeconomic status of parents on their which must ultimately be asked is how important these differences are - - how significant are these dent achievement, but are variables over which the schools exercise little control. children's academic achievement. These variables not only significantly and negatively impact sturesulting from the large proportion of Spanish-speaking and low socioeconomic level residents comtesting battery. The Statewide Assessment organization is currently developing similar processes Dade County has

INTERPRETATION OF RESULTS FOR CURRICULUM PLANNING

present, however, analysis of the 1974-75 program report affords a limited indication of effectiveness of instructional programs at school, district and state levels. in the developmental process through which the State Assessment Program is progressing. The long-range potential which Statewide Assessment holds for curriculum planners is great. These limitations are inherent

possible on an objective-by-objective basis. The Statewide Assessment organization is currently procedures utilized have been revised annually. This not only indicates that a firm consensus may year or longitudinal analysis of the effectiveness of Dade's instructional programs is not have been reached as to the appropriate definition of priority objectives, but that a year-to-Since the inception of the Assessment Program, the objectives, test items, grade levels tested, and reacting to this latter point by identifying those objectives which were common to prior testing not currently

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school staff in cooperation with area and county personnel the extent which is possible. Despite the limitations described, the State Assessment results are being utilized in Dade County to All schools have received a report of school results for analysis by

At the county level, results of the assessment program have been analyzed by the staff of the Division of Elementary and Secondary Education. tion follow: The implications for each assessed area of instruc-

Curriculum Implications

An examination of State Assessment results suggests certain actions, many of which are already under

In order to maintain the current level of achievement in computational skills and to improve the level of achievement in conceptual understanding and problem solving, Dade County is in the pro-

with respect to pre-established objectives which coincide with the state's priority objectives. diagnosis and instruction in all appropriate areas of mathematics and allows each elementary and junior high school to individualize mathematics instruction on the basis of student need implemented in the schools by June, 1977. It is anticipated that this approach to mathematics instruction will be fully developed and implementing a systematic approach to mathematics instruction. This approach provides

satisfactory. set of specific mathematics objectives, suggested learning activities, and related crossfactory and for improving those categories in which their level of achievement was less than In addition, as a temporary service, all schools housing grades 3, 6, and 9, have received to develop a plan for maintaining those categories in which their level of achievement was satis-This set of material contains information that will allow each principal and faculty

elementary schools. It is anticipated that by 1977 all Dade elementary pupils will be involved in communication skills has also been developed and is presently being implemented within Dade lines for the establishment of the junior high reading laboratories also specify a systematic in either a locally or commercially developed systematic approach to reading instruction. Guide-A systems approach to reading which incorporates most of the identified state priority objectives 🔄

objectives in communication skills cross-referenced to instructional materials developed by the Division of Elementary and Secondary Education In addition, each school housing grades 3, 6, and 9, has received a set of the state priority

ment of comprehension skills is under development and will be distributed for the 1976-77 has been distributed to all elementary schools. A similar instructional kit for the developphonics skills has been developed by the Division of Elementary and Secondary Education and An instructional kit for decoding which contains detailed lesson plans to teach specific

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lool year.

- 4 elementary schools to assist each school's staff in the teaching of specific objectives Division of Elementary and Secondary Education. This material has been distributed to all A writing skills development package with a spelling supplement has been developed by the from the state's communication skills assessment battery.
- instructional activities. These have been purchased by the county and a copy has been distributed to each secondary school department head. The state has produced a complete catalog of writing objectives which includes appropriate
- ġ and comprehension skills in reading than was true of the more mechanical aspects of these and expanding its program of English to Speakers of Other Languages and other bilingual prostudent population, the school system is continuing its efforts towards further improving comprehension tests are of this nature. tests where English comprehension has great importance. Both the problem solving and in the speaking and reading of English language might be expected to provide a handicap in Dade's heavy concentration of bilingual students, students whose relative lack of experience curricular areas, i.e., computation and decoding skills. Somewhat poorer performance was apparent in the areas of problem solving in mathematics In order to compensate for such handicaps in the Such a finding is consistent with

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opportunities for determining appropriate curriculum emphasis and programs not only at the state As the State Assessment program continues to develop and stabilize, it should provide increased norm-referenced program, and local diagnostic information available from systems approaches to benefits of a fully developed program incorporating both State Assessment results, the county's the basic skills have not been possible using earlier results, it is anticipated that these will become major Tevel, but at the county and school level as well. Although definitive curriculum indications

such change will likely involve the establishment of minimal levels of basic skills performance at critical grades, e.g., three and six. Other changes may involve placing the Florida Eighth a strengthened assessment program for both district and state usage. and Twelfth Grade Testing Programs under the State Assessment program. In coming years, the State Assessment program will probably undergo substantial changes. One These changes will yield

COUNTYWIDE TESTING PROGRAM STANFORD ACHIEVEMENT TEST

county and for each school.* school year are displayed in following sections of this report, for grades 1-12, across the entire matics toward the conclusion of the school year. Results of this testing program for the 1974-75 Dade County Public Schools annually tests all students in the curriculum areas of reading and mathe-

Description of Tests

Historically, the Reading Comprehension and Mathematics Computation subtests of the Stanford Achieveyear, for the first time, a third test, Mathematics Concepts, was administered in grades one through ment Test, a nationally standardized test battery, have been given in the spring of each year. This systematic knowledge about progress in the basic skills tend to be reliable in terms of the way students score from one time to another, while providing These subtests, which measure reading and mathematics achievement, were chosen because they

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version used by Dade County in the past. As a result of a study conducted by representative staff members from school, area, and county levels, County is tested instructional objectives and to include a more nationally representative norm group. new test incorporates norms for the spring season, which coincides with the period in which Dade form of the Stanford Achievement Test, the 1973 edition, was chosen to replace the 1964 The new version was felt to measure more of the county is In addition,

schools in the county were administered the new form and the other half the old form. This was done For 1974-75, all pupils received the new Stanford.** During 1973-74, approximately one-half

^{*}Special schools have been omitted from this presentation, since they differ substantively from other schools in their programmatic offerings.

^{**}Due to errors in test administration, two elementary schools were re-tested with the old Stanford. These schools are appropriately noted #n the by-school sections.

ment levels in order to insure that the analysis of achievement trends would not be biased to preserve some continuity of test form to enable the continuation of analyses of achievement Schools receiving the new and old forms of the tests were matched for previous achieve-

Interpretation of Results

Scores obtained from these tests may be interpreted in three ways. grade level to the national norm. nation's schools. test publisher by administering the test battery to a "representative" sample of pupils from the involves the comparison of results to a national standard, or "norm". A county like Dade, or any of its schools, can then compare scores for a particular The first method of interpretation Norms are established

whole, a question may be raised as to how similar the sample from which normative information was status, etc.), and (3) substantial differences in educational program objectives of the districts since normative data was collected, (2) significant differences in socioeconomic characteristics gathered is to the local population. Causes of such dissimilarities include: (1) the number of years While this approach is useful for general comparisons between a school system and the nation as third issues still exist as possible sources of dissimilarity between Dade students and students to a great extent by Dade's gradual adoption of a new edition of the test. However, the second and which have been found to impact on student achievement (educational level of parents, occupational from which students were selected. "As previously indicated, the\firs‡ issue is being dealt with making up the normative sample

method is that the same pupils are not compared on a year-to-year basis, since this year's third the difference between an average grade score and the national norm is examined in successive years A second method of interpretation involves the comparison of grade results over time. to determine if\the system appears to be improwing in its achievement. The shortcoming of this

e.g., second grade, could be due easily to a changed student population. last year's second graders. Any apparent growth or decline in achievement at a grade.

A somewhat improved version of this method of interpretation is obtained when the difference between the national norm and the average grade scores are compared for successive grade levels in successive

national norm. This improvement, however, also has significant problems, since there will still be be compared to the difference between last year's second grade class average and the second grade school to another, new transfers into the county, and pupils who leave the county. many cases where exactly the same student body is not being evaluated--due to transfers from one For example, the difference between the national norm and this year's third grade class average would

ferred because it is not influenced by changes in the pupil population. Two different versions of A third method involving only pupils tested two successive years is also used. this method are used, one at the school and another at the district level This method is pre-

school scored higher or lower than their peers attending other Dade schools. In effect, the ex-This procedure compares a student's score with that of other students who are similar in background The method used at the school level is the familiar attained (or actual) minus expected procedure pected scores are local actuarial morms. The difference between the expected and attained scores (grade level, ethnic origin and se&) and who have the same previous level of achievement on the test represents the extent to which the performance of a school-grade peer is different from the local This version produces difference scokes which denote the extent to which pupils in a particular

This attained versus expected method cannot be used at the county level. Since county tigures

and expected scores will be zero. For pupils tested with the new test in both 1974 and 1975, contain all pupils on which expected scores are computed, the county difference between attained achievement differences from one grade and year to the next, e.g., from end of grade one in 1974 is possible to compute their actual gains across the two testings. as it reflects the achievement gains only of those pupils tested with the new test both years to end of grade two in 1975. This is the preferred method of assessing district-wide performance These gains would reflect

Excepting grade one, countywide gains for all pupils tested across the two years with the new test are reported for the first time in this report

standards. Comparison of Dade County results to national norms is facilitated by a display of abling a comparison of Dade achievement data to both national, and more meaningful "local" In Dade County, the first and third approaches to the interpretation of test scores are used, ennational norms at each grade level in terms of grade equivalent scores and, for the new version of the test, percentiles at secondary levels.

dated, appears in other reports, or was deemed to be of no assistance in the interpretation or The following sections describe the contents of the county and school-by-school results. also been eliminated from both overall county and school-by-school descriptions since these data understanding of the achievement results. As a specific example, demographic and educational the county level and that of the individual schools, much of the descriptive information provided are available in other documents. influx, housing shifts, and other changes occurring since 1970. Class structure information has these data were derived from the 1970 census and have been significantly outdated by the population information is not provided for individual school attendance zones or the county as a whole, since in earlier Countywide Achievement Reports has been eliminated, either because it has become out-

Special Centers data Data on the following school characteristics are displayed for schools and the county These data were obtained from varying sources, so that it was occasionally necessary to include

Student Trends

Data on the following variables are presented for the current and previous year (1974-75 and 1973-74)

- Average Daily Membership. The number of pupils who, on the average, are on the active school special centers as well. rolls each day is presented. For the county, this figure represents all regular schools and
- been established for 1975-76 because of changed federal reporting requirements. descent, or of White or Other ethnic derivation are presented for each school and the county; Percent Black, Hispanic, White and Other. The percentage of students who are Black, of Hispanic were gathered before the new designations were adopted. these data were obtained from September desegregation reports. New ethnic descriptions have Current results

- A larger number of different pupils in ratio to the final membership produces a high transleticy students enrolled in a school during the year, compared to the school's end-of-year membership. Transiency Rate Percent. For the county, the figures omit pupils in attendance at special school centers. This percentage figure is calculated from the total number of different
- is provided. Attendance Rate Percent. For the county figures, kindergarten and special center pupils are omitted The percent of students in membership who were in average daily attendance

Staff Irends

similar data in the two prior years and includes: personnel files stored on tape in Central Data Processing. Information relating to each school's 1974-75 staff was obtained from other district reports and from The information presented is compared to

- county level, all administrators who are assigned to area offices, as well as county offices, are included with the school administrators The number of administrative personnel assigned to each school is shown. At the
- teachers, counselors, teachers on special assignment, and special centers personnel The county figures reflect all full-time instructional personnel and include itinerant The number of certificated teachers reporting full-time to each school is
- Other Personnel. sented for each school. At the county level, all clerical and other non-instructional personnel reporting to schools, area offices, or county offices are shown. The number of non-instructional personnel (including part-time help)
- the county. Hispanic language origin, or of White or Other ethnic derivation are presented for each school and Percent Black, Hispanic, White and Other. The percentage of instructional aff who are Black, or

higher) is presented for each school Percent with Advanced Degree: The percentage of certified staff with advanced degrees (M.A. or

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<u>ب</u> Staff Experience. clude experience gained by personnel who have come from other states. across each school's certificated personnel. It should be noted that this figure does not in-The number of years of experience in Florida public education is averaged

Organizational Trends

The following financial and operational information is provided for the current and prior year (1974-75 and 1973-74.):

- Percent Plant Utilization. school at the end of the first school month and the number of students that the current school ally the situation in many junior and senior high schools. such as special education, various vocational classes, alternative programs, etc. served by the current instructional program. Certain programs deduct from the maximum capacity. facility is able to accommodate. The "program capacity" is the number of student stations the Percent Plant Utilization is as high as 150 - 175% or higher. In most cases, this results from the fact that a particular school is operating on a shift basis, which is characteristicrepresents the percentage obtained by comparing the number of students enrolled in the For each school, a "Percent Plant Utilization" figure is given. In some cases
- Operating Expenses per Pupil. Operating expenses include expenditures for Basic programs emphasis on exceptional child or vocational education will typically incur higher costs per Community School expenses are omitted; transportation and food service costs are also omitted penses are calculated on the basis of full-time equivalent (FTE) student calculations Special programs (Center for Special Instruction, Substance Abuse, etc.). These exfrom school expenses, but are included in the county figures. Schools with programmatic (Kindergarten, General and Occupational Instruction, Exceptional Child Programs, etc.) and

changes make comparisons with the 1973-74 expenditures inappropriate. extend across the full year rather than across the traditional nine-month year. rather than across membership. that expenditures are not shown for 1973-74. from earlier reports, the current expenditures are pro-rated across FTE's Due to changes in accounting procedures, current figures It is for this reason These two

ω ESAA, Migrant Child, Follow Through, etc. These are, again, prorated across the school's FTE figure, which are funded by contract with external agencies, and include such programs as ESEA Title I rather than across those pupils who receive the program services Contracted Expenses per Pupil. Contracted expenses include those expenses attributable to programs

Achievement Results

grade, both at the county and individual school levels. and contain the following information: Achievement results are provided for reading and the two mathematics tests. Results are shown on a two-year trend basis These are shown for each

- Mean. are provided for grades 7-12. new Stanford, mean grade-equivalent scores are given for grades 1-6 and mean percentile scores 1973-74 are not reported at the county level. At the county level only, means, or arithmetic averages of scores are provided. Mean and median scores for the pupils taking the old Stanford in
- Median. median, or "middle" score is the score above and below which an equal number of scores fall, when the individual school level because it minimizes the influence of extremely high or low scores they are arranged from highest to lowest. This statistic was selected for reporting results at so than the mean, and thus presents a more representative picture of overall grade perform-Median scores are also shown at the county level and are given in either grade-equivalent At the individual school level, median scores are provided for all grade levels.

or percentile notations, depending on the school level

- the score below which 75 percent of the other scores in the national norm group fall. centile is the score below which a given percent of the cases fall, e.g., the 75th percentile is Percentile results are provided for "new" Stanford scores at grades 7-12.
- in all tables for the county and individual schools. The number of students whose scores are reported at each grade level is shown by grade
- scatter about the mean. to note trends in variability from grade to grade. Standard Deviation. The standard deviation is a measure of a set of scores' variability, or This statistic is included, by grade, for countywide results in order

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- old versions of the Stanford, the norm was derived by the test publishers through a process of shown, the norm is the fiftieth percentile testing a national "representative" group of students. Since Dade County tests in the eighth tenths, e.g., the norm for third grade is 3.8. month of the school year, the norm for grade equivalent scores is the year∜level plus eight-The norm is a standard against which actual results may be compared. In the case of grades where percentiles are
- Stanine Percentage Distribution. any school. formation, the interested reader should inspect the stanine percentage distribution chart for may develop a notion about the heterogeneity of achievement in that grade. middle stanine, 5. range from a low of 1 to a high of 9, with the national grade-level average occurring at the Stanines are standard scores that have the same unit at each grade. Stanine scores By noting the percent of pupils scoring in each of the nine stanines, one For the first time, stanine distributions are shown for each For further in-

scores attained by students at each grade level for the present and prior years (1974-75 and 1973-74) National norms are provided for each grade level to enable comparison of achievement with a national This first table illustrates achievement trends by displaying median grade equivalent or percentile each school, two tables are used to exhibit student achievement in reading and mathematics Similar data are presented at the county level.

previously indicated, however, this approach is limited, since the same pupils are not being compared Year-to-year comparisons will suggest what changes in achievement results are occurring over time. from one year to the next.

old version of the test one year and the new version the next. Countywide data include only scores a more contemporary group of students made up the sample with which the new test was standardized schools during 1973-74 (identified by an asterisk in the individual school table). Grade equivalent Additionally, an old version of the Stanford Achievement Test was administered in one-half of the paring one-half of the 1973-74 population with the full population for 1974-75. from the new edition. In effect, comparison of the countywide data for the two years results in com-This fact makes the year-to-year comparison of results even less advisable, where a school took the for 1974-75 in such schools are not strictly comparable to current new Stanford scores, since

achievement at each grade level within individual schools. The second table provides a comparison of expected and attained means for reading and mathematics

each pupil in each grade level within each individual school, the average of which reflects that sex, and ethnic derivation and, additionally, who achieved the same scores during 1973-74 testing as essentially the average achievement by all pupils in the county who were of the same grade level, As explained in greater detail in the overview to this section, an expected achievement level pupil in question. There are, then, unique expected achievement scores, generated especially for

group's unique properties

on the Mathematics Computation subtest. Expected scores for the Mathematics Concepts subtest were developed from the prior years performance

The second table presents the difference between the expected and attained scores taken across all pupils in, each school grade who participated in both the 1974-75 and 1973-74 achievement testing program. "Expected Score.' school's "Attained Score". The actual scores achieved by these pupils in the current year's testing are averaged to produce the The expected scores for pupils are similarly averaged to yield the school's

which a grade within a particular school scored above or below expectations. The difference between the expected and attained scores is presented as an indication of the degree to

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evaluating achievement results, the table is a useful one for identifying schools where additional effective instructional approaches that can be broadened in scope. Taken with the other procedures for The attained (or actual) minus expected procedure, in spite of certain limitations, is a potentially resources may be necessary. useful tool for the identification of particular grade levels within schools which appear to be utilizing

all possible students who could be used to derive expected scores, there would be no difference between Expected scores were not derived at the county level. them and the actual scores of all Dade students Since the county student population includes

DISCUSSION OF COUNTYWIDE ACHIEVEMENT RESULTS AND RELATED INFORMATION

for the two school years beginning in 1973 and ending in 1975; across-year trends may be noted. achievement results and in describing the general status of the district. The data are included achievement data and operational information useful both in the interpretation of the countywide On the following pages, information is provided on a countywide basis.

data and ethnicity over a two-year period (1974-75, and 1973-74) utilize information similar to that used for the individual school reports. These tables indicate a gradually decreasing daily attendance rate and an increasing transiency rate portrays student, personnel and organizational trends. Student trends, including attendance

staff. For this section, staff\figures represent district and area as well as school-level employees number of Exceptional Child and Vocational teachers The staff in 1974-75, while higher in number than in 1973-74, represent primarily an increase in the trends, includes information on staff and the ethnicity of administrators and instructional

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and Other. School expenditures include operational and contracted expenses. Student trends exhibit an increase in percent Hispanic and a corresponding decrease in percent White data were not available in 1973-74, expenditures for that year are denoted "N.A."; clude the cost of basic and supplemental programs while contracted programs receive all or most of portation, area and county services) not included in the school-level reports. Unlike earlier reports, their funding from external sources. The countywide expenditures contain Several elements (e.g., transthe 1974-75 expenditures are prorated on an FTE basis and span the entire fiscal year. evidenced in earlier reports, ethnic trends show gains in the Hispanic and Black instructional staff. Operational expenses in-", not awailable

Achievement data are reported for the new Stanford in reading and mathematics in Tables 5

grades may be due to several different phenomena high) than the beginning and ending grades. scores are below grade level is somewhat greater at the middle grades (late elementary and junior In reading, average scores at all grades tend to be slightly below grade level. The comparatively higher performance at these latter The extent to which

cannot be substantiated at this time at the senior high school level and/or increased dropout rates and lower rates of attendance on from a combination of factors including improved instruction in newly implemented reading programs ally-oriented kindergarten. At the early elementary grades, the scores possibly reflect the effects of an expanding instructiontesting days by unmotivated pupils. Each of these explanations is, however, quite tentative and At the higher secondary grades, the slightly higher scores may result

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as was the case in those reports, it is reasonable to suppose that these differences occur because are reading achievement tests computational mathematics tests are more readily sensitive to altered instructional practices than For computational mathematics, scores at the elementary grades are consistently equal to or above This and the reading pattern are similar to those documented in earlier reports. And

junior high grades.* At the secondary grades, however, computational performance falls below norm, particularly at the This is a pattern evidenced by scores on all three tests and may indicate both

^{*}Part of the difference between elementary and secondary performance is due to the type of score equivalent score of 3.8 is comparable to a percentile score of 48 rather than 50. tary and secondary averages results from changing the score units. standardizations, (grade equivalent versus percentile) used. In spring standardizations, test publishers typically find that grade level scores are slightly below the fiftieth percentile. For example, a grade the reverse occurs. Some, but not all, of the score difference between elemen-

percentage of lower achieving pupils are either not being tested or are dropping out after grade the latter explanation. that (1) the junior high grades are particularly problematic instructionally, and (2) a significant The decreasing number of pupils tested at the secondary grades support, but do not prove, The approximate grade-level performance at grade twelve provides support

skill is evidenced by the correct answer to an "already stated" problem, conceptual skill is evidenced Because the two mathematics tests together cover most of the "math systems" instructional content, by the ability to define the operations, determine how they interrelate, and then set the problem up. Mathematics Concepts is a new test administered for the first time during the Spring of 1975. test measures the pupil's skill in the conceptual basis of simple mathematics. the new test was included in the countywide program. Whereas computational

already begun to expand the reading and math systems programs into these grades, and additional eight decrements suggest difficulties in implementing basic skills instructional programs at these except for grades seven and eight where performance is lower. tational mathematics. Averages for the first three grades are above grade level and are nearly At the county level, Mathematics Concepts scores generally fall between those of reading and compuremedial programs are now under consideration. identical to those for computational mathematics. Beyond this, performance drops to about grade level, Anticipating this problem, staff in the Division of Elementary and Secondary Education have As earlier noted, the grade seven and

Comparison of Results for 1973-74 and 1974-75

priate grade level means for the two years. are also computed. These differences should, however, be interpreted cautiously because the countywide results for 1973-74 and 1974-75 is also of interest. In Table 8 are listed the appro-In addition to the comparison of the countywide results to the national norm, the comparison of Differences between the two year achievement levels

Some other results might have occurred had all pupils taken the new test. two general patterns warrant note. 1973-74 scores represent only that one-half of the district population which took the new Stanford Within this constraint,

ceased. slightly "up" and others "down", the downward drift evidenced in earlier reports has becarently it appears that the reading scores have stabilized or nearly so. There is no effective difference in the across-grades reading scores between the two years While some grades

grounds from which the pupils come and a general increase in English facility of Spanish language oriented kindergarten may be contributing to improved performance reflected in the scores at the to one or a combination of several factors. As already noted, the expansion of an instructionally-Assuming that the differences are real and not due to sampling procedures, the stability may be due first two grades. Equally likely is a stabilizing of the socioeducational and socioeconomic back-

9 and 12), the 1974 to 1975 changes were persistent declines, particularly at grades three through as much or more than computational math. The Mathematics Computation differences are more problematic. sampling or changes in the pupil populations in that such differences would have affected reading less important. The percentile differences at the secondary grades reflects smaller degrees of change and are It is unlikely that the elementary grade differences would be due to the 1973-74 Other than two exceptions (grades

teachers to split their instructional time between both areas rather than concentrating on compurelated. In the first case, computational skills may be down because the concepts test "caused" lease two possible explanations of the differences are pertinent; both are school or program per se.*

^{*}Math concepts scores were higher than the Evaluation staff anticipated they would be, simply because test results do tend to "focus" instruction and because mathematics tested in previous years. concepts had not

computation and concepts than had historically been the case. In the 1975-76 report it will be of focus may also have caused teachers and pupils to spend a more balanced amount of time on pure instructional systems focus on concepts and applications as well as computation. another or computational skill is simply declining possible to determine whether or not the computation and concepts scores are offsetting one The second alternative is, in effect, similar to the first. As noted earlier, the various math This diversity

Results for Pupils in Attendance for Two or More Years

represent the preferred gauge of pupil achievement. noted, these gains are not influenced by changes in the pupil population and for that reason Table 9 shows by-grade achievement gains for pupils tested in the spring of 1974-75. As earlier

grades in percentile scores. At the elementary levels, a reasonable level of gain for districts serving larger portions of disadvantaged and lower socioeconomic pupils, the level of gain would The gains for the elementary grades are reported in grade equivalent scores and those for secondary pupils, the level of gain would typically exceed one year. representative of the national population would be approximately one year (1.0). For districts descriptive of schools as well as districts typically be lower. For districts serving primarily educationally advantaged, higher socioeconomic This is, of course, a national pattern

example, a percentile score of 40 indicates that the level of test performance is equal to or better At the secondary levels where percentile scores are used, a different interpretation of gain time, maintain their standing relative to the norm group should show percentile gains of approxthan that attained by 40 percent of the national norm group. Pupils or groups of pupils who, over high socioeconomic pupils should also evidence percentile gains of approximately zero. Percentile scores reflect the pupil's standing relative to the national norm group. For Given the relative nature of percentile scores, districts serving primarily low or

mathematics is slightly more than nine months or nine-tenths of a year. The magnitude of these sition is somewhat below the national average gains, particularly those for reading, are quite positive given that Dade's socioeconomic compo-Across these grades, the average reading gain is approximately one year, that for computational At the elementary levels, the reading/and mathematics gains vary somewhat from one to another grade

because fourth graders make errors in aligning the questions from the test booklet with the correct and mathematics gain is smaller at grade four than elsewhere. Recent research by the publishers of booklet itself and do not have the alignment problem. 25, in space on the answer sheet for question 24 or 26. Third graders mark the answers in the test space on the answer sheet. In effect, a pupil will occasionally mark the answer for a question, say The gains from grades three to four and four to five deserve particular attention. Stanford test indicates that this gain is an underestimate of the gain that actually occurred.* lower gain is actually due to erroneously low test scores at grade four. The low results occur

one to two months too low for mathematics. It is reasonable to expect that the grade four district that battery, the errors typically produced results about three months too low for reading and means and the grade three to four gains are underestimated on the Stanford results by about the This error was detected on the Metropolitan test battery, a sister battery to the Stanford.

estimates of the gains at grade four. is reasonable to assume that alignment errors are greater there than in mathematics, due The exceptionally large gains at grade five may be viewed, in part, as corrections to the under-The very large gain in reading from grades four to five supports this interpretation Also, since the reading test is the first administered, it

^{*&}quot;Metropolitan Achievement Tests Special Report", Harcourt, Brace and Jovanovic Inc., 1973

exactly one year, despite the fact that even these pupils are socioeconomically below the national pre and post scores for the same pupils are compared, the average elementary reading gain is almost in the socioeconomic and socioeducational characteristics of Dade's pupil population. the interpretation made in earlier reports that the drop in test scores was due largely to a change In general, the elementary gains are quite favorable. The magnitude of the reading gains supports When the

"where computational máthematics achievement was not as high as in previous years. As earlier noted this drop in computational skill may be due to the addition of the Mathematics Concepts test and national population. They do, however, tend to confirm the pattern noted in the district means instructional time across a broader area of content more than had been the case in earlier years the implementation of systems math programs, both of which would cause teachers to spread their The elementary grade mathematics gains are also quite close to those expected of the more adyantaged

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mathematics at the junior high levels Only for the grade seven computational skill gains is this not the case. The drop in the comparative At the secondary grades, the gains in percentile scores approximate the expectations noted earlier level of performance is serious here and strongly supports the need for intervention programs in

elementary schools. dary and particularly the junior high levels, similar to that which has been initiated in the More generally, the data indicate that pupils at the secondary levels are "holding their own" Public Schools Basic Skills Plan for Secondary schools. the secondary results would support the need for a strengthened basic skills program at the seconreading and dropping slightly in mathematics. When compared to the more favorable elementary gains Recommendations related to-this need will be included in the Dade County

	·			
	1973-74	1974-75	· · · · · · · · · · · · · · · · · · ·	
			SCHOO!	<u> </u>
١	247	254	SCHOOL YEAR	•
		254, 291.	4.	
	26.6	26.5	Werage Daily & Black	
	27.2	29.5	% Hispanic	S
	46.2	44.0	White	STUDENT
1	18.7	19.2	Trans	TRENDS
,	91.7	91.4	Atton	S
	819	811	Rate %	
	11386	12165	Administrators Inst	
	36 7		Stafe	
	7562	7416		
	22.6	22.4	Personnel & Black	
	6.3	9.0	% Hispanic	STAFF
;	71.1	68.6	% White and Other	F TRENDS
	34.4	33.9	8 111	NDS.
	NA	8.3	Fla. Yeans highen	
	107	113	% Dr ence	
	NA	1261	Operating Expenses Per Pupil	ORG
	NA	61	Contracted	ORGANIZATIONAL TRENDS
			Per Pupil	ΑL
				•

The sources for the above data are as follows:

 Ξ Average daily membership, transiency and attendance rates were obtained from end-of-year Attendance Office reports

- 2 Ethnic percentages and numbers of personnel shown are obtained from September Desegregaages refer to instructional personnel only. tion reports compiled by the Office of Administrative Research. The staff ethnic percent-
- (3) Administrators include school principals, assistant principals, county division and department heads, as well as non-instructional specialists such as computer programmers buyers, accountants who are classified as administrators for pay purposes.
- <u>4</u> The percent of M.A. or higher degrees and average years Florida teaching experience data were obtained from end-of-year personnel files and refer to total certificated staff.
- 5) Operating and contracted expenses were computed from fiscal year expenditures, omitting community services, but including capital outlay expenditures for equipment, replacement library books, audio-visual, for existing schools.

DADE COUNTY PUBLIC SCHOOLS READING ACHIEVEMENT

- RESULTS OF THE 1975 SPRING TESTS: READING COMPREHENSION SCORES

t		-		*	READ	IŃG	READING COMPREHE	ENS	NSION			,	. ~
Grade		2	ω	4*	5	. 6		7	8	9	10	=	72
Mean G.E.	1.83	2.72	3.56	4.30	5.56	6.47	Mean %)le	40.0	41.0	42.0	44.0	42.0 45.0	45.(
in	ì.7	2.5	ယ ယ	4.1	·5.3	6.2	Median %ile	36.0	36.0	38.0	42.6	38.0 42.0	42.
	1.8	2.8	3.8	4.8	5.8	6.8	Norm %ile	50.0	50.0	0.0 50.0 50.0 50.0	50.0	50,0 50.0	50.0
Standard Deviation	1.04	1.21	1.49	08°t	2.06	2.32	Standard Deviation	27.30	28.62	29.09	.30 28.62 29.09 28.75	28.30 28.69	28.
Number	13313	14368	69851	13313 14368 15869 16670	18492 19112 Number	19112	Number	17781	17124	7781 17124 16976 16766	16766	14440 9854	386

^{*}There are reasons to believe that the grade four level of achievement is underestimated by two to three grade equivalent months. For a discussion of this problem refer to the text on pages 54 and 55.



^{**}See page 45 for a definition of standard deviation.

MATHEMATICS ACHIEVEMENT

PERSON TO THE 1975 SPRING TESTS: MATHEMATICS COMPUTATION SCORES

^{*} There are reasons to believe that the grade four level of achievement is underestimated by one to two grade equivalent months. For a discussion of this problem refer to the text on pages §4 and 55.

MATHEMATICS ACHIEVEMENT

TABLE 7 - RESULTS OF THE 1975 SPRING TESTS: MATHEMATICS CONCEPTS SCORES

16752	17237 16752	13295 14331 15772 16664 18443 19059 Number	19059	18443	16664	15772	14331	13295	Number
29.65 29.45	29.65	1.18 1.23 1.60 1.76 1.91 2.11 Standard Deviation	2.11	1.91	1.76	1.60	1.23	1.18	Standard Deviation
50.0	50.0 50.0	5.8 6.8 Norm %ile	6.8	5.8	4.8	3.8	2.8	1.8	Norm G.E.
34.0	34.0	Median G.E. 2.0 2.8 3.7 4.5 5.6 6.5 Median %ile 34.0	6.5	5.6	4.5	3.7	2.8	2.0	Median G.E.
40.0	40.0	2.11 3.01 4.05 4.72 5.81 6.66 Mean %ile	6.66	5, 81	4.72	4.05	3.01	2.11	Mean G.E.
æ	7		6	បា	4*	ω	2	 /	Grade
	S	MATHEMATICS CONCEPTS	S C	TIC	E M A	АТН	3		

*There are reasons to believe that the grade four level of achievement is underestimated by two to three grade equivalent months. For a discussion of this problem refer to the text on pages \$4 and 55.

DADE COUNTY PUBLIC SCHOOLS ACHIEVEMENT

TABLE 8 - COMPARISON OF MEAN RESULTS FOR 1974 AND 1975: NEW STANFORD READING AND MATHEMATICS SCORES

	COMPUTATION	МАТН			N. C.	DEADING		
Difference	1974 Mean	1975 Mean	Norm	Difference	1974 Mean	1975 Mean	Grade	
05	2.09	2.04	٦,8	+.05	1.78	1.83	1	
05	3.01	2.96	2.8	+.05	2.67	2.72	2	GRADE
29	4.24	2.96 3.95	3.8	11	3.67	3.56	ω	LEQUIV
2919	2.09 3.01 4.24 5,24 6.42 7.41	5.05	4.8	05	2.67 3.67 4.35	2.72 3.56 4.30	4	GRADE EQUIVALENTS
22	6.42		5.8	+.01	5.55	5.56	5	
29	7.41	6.20 7.12	6.8	,11	6.58	6.47	6	
-1.0 -2.0	43.0 44.0	42.0	7.8	+1.0	397.0	40.0 41.0	7 .8	
-2.0	44.0	42.0 42.0	7.8 8.8	0.0	39,0 41.0	41.0	œ	
	44.0	45.0	9.8	-1.0	43.0	42.0	9	PERCEN
-1.0	44.0 47.0 50.0	1	10.8	-1.0		44.0	10	'ERCENTILES"
+1.0 -1.0 -3.0 +2.0		46.0 47.0 50.0	10.8 11.8	-2.0	45.0 44.0 42.0	42.0 45.0	Ţ	
+2.0	48.0	50.0	12.8	+3.0	42.0	45.0	12	-

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^{*}The 1974 means represent only those pupils who took the new Stanford in 1974. The Mathematics Concepts subtest was not administered in 1974; hence, no comparison is possible here.

^{**}The differences are taken by subtracting the 1974 score from the 1975 score.

TABLE 9 - BY-GRADE GAINS FOR PUPILS TESTED IN BOTH 1973-74 AND 1974-75

Difference +0.92	Post Score 2.81	Pre Score 1.89	GRADE		-
+0.92	2.81	1.89	1-2	4	
+0.89	3.66	2.77	2-3	Grade	,
+0.69	4.46	3.77	3-4	Grade Equivalents	,
+1.34	5.77 6.76 42.22	4.43	4-5	ints	-
+1.14	6.76	5.62	5-6 6-7		READING
- 2.32	42.22	44.54	6-7		[NG
+	43.55 43.1	40.39 43.15	7-8		
3.16			1		
3.16 - 0.04	43.11	43.15	8-9	Percen	-
3.16 - 0.04 + 1.76	43.11 45.87	43.15 44.11	8-9 9-10	Percentile Scor	-
+0.89 +0.69 +1.34 +1.14 - 2.32 + 3.16 - 0.04 + 1.76 - 4.28 + 1.34				Percentile Scores	

		Fair	Ť T		
Difference	Post Score 3.03	Pre Score 2.18	GRADE		
+0.85	3.03	2.18	1-2		
¥0.79	4.01	3.22	2-3 3-4	Grade	
+0.86	5.20 6.49	4.34		Grade Equivalents	
+1.15	6.49	5.34	4-5	nts	MATHE
+0.95	7.45	6.50	5-6		MATICS
	<u> </u>		╆		C
-11.44	44.87	56.31	5-6 6-7		COMPUTATI
-11.44 - 1.00	44.87 * 44.32	56.31 45.32	7-8		MATHEMATICS COMPUTATION
Difference +0.85 +0.79 +0.86 +1.15 +0.95 -11.44 - 1.00 - 0.91	7.45 44.87 * 44.32 45.98	6.50 56.31 45.32 46.89		Percent	COMPUTATION
	ŀ	56.31 45.32 46.89 45.35	7-8 8-9	Percentile Scor	COMPUTATION
	44.87 * 44.32 45.98 47.12 47.84		7-8	Percentile Scores	COMPUTATION
-11.44 - 1.00 - 0.91 + 1.77 - 2.80 - 0.54	ŀ	45.35	7-8 8-9	Percentile Scores	COMPUTATION

NORTHEAST AREA 1

Elementary Schools	<u>001s</u>	Junior High Schools	Senior High Schools
BAY HARBOR	NATURAL BRIDGE	FISHER, IDA M.	MIAMI BEACH
BISCAYNE	NORLAND	JEFFERSON, T.	MIAMI NORLAND
BISCAYNE GARDENS	NORTH BEACH	KENNEDY, JOHN F.	NORTH MIAMI
BRYAN, WM. J.	NORTH MIAMI	NAUTILUS	NORTH MIAMI BEACH
FIENBERG, LEROY D.	NORWOOD .	NORLAND	•
FULFORD	OAK GROVE	NORTH MIAMI	
GRATIGNY	SULO		
GREYNOLDS PARK	PARKWAY	•	
HIBISCUS	SABAL PALM		•
HIGHLAND OAKS	SOUTH BEACH		
IVES, MADIE	TREASURE ISLAND		

ERIC Froited by ERIC

	5	3					_		┢			-	9.26	0.26 9.11	90.2	9.6	0.2	457	1973-74	
\	:	:	99	7.9	25.0	77.8	0.3	┪	22.2	0		-	<u>`</u>	<u>'</u>		+-	t	Т		Ι.
			<u> </u>						22.1	•	22		92.6	19.6	88.4 1	11.4	0.2	485	1974-75	
	_	798	٥	8	22 2	רו	_	✝		,				╲				' ' '	_	\
EXPRACTED PERPOSES PUPIL	CONTIL	UTILIZATION OPERATING EXPENSES PER PUPE	UTIL PLAN	OF DEGREE ANGHER FLA TEACHING EXPERIENCE UTIN	MA & WITH	* WHITE AND	* HISPANIC	* BLACK	PERSONNEL	STAFFONAL	INSTRUCTIONAL	ADMINISTRATORS	~~~~	RANSIENC	* WHITE AND	* HISPANIC	* BLACK	MEMBERSHILY	SCHOOL YEAR	
S	TRENDS					STAFF TRENDS	TAFF 1	S						SQI	STUDENT TRENDS	STUDE				
ON A	MIZATI	_ 080									1									

•		ACH	IEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1						
C A C T	•		2		3		4	_	· Ofi		o		
GRADE													•
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75		1973-74	1974.75	1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	•
3017001				Į.			3	3	90	77*	79	79*	
PUPILS TESTED	\$ 8	52*	56	# 43 *	55	<u>.</u>	2	-20	30	3] 	1	6
	•				1		7	4.1.		7_0*	6.9	7.7*	7
READING MEDIAN	2.6	2.7*	3 3	3.9*	\$.0	4.1*	9.0	9.1					7
MATH COMPUTATION	2.9	2.9*	2.9* 3.2	4.1*	4.6	5.3*	6.5	6.5*	7.5	1.14	4.4	3	
MEDIAN					,		•		8.7		10.1	•	
MATH CONCEPTS MEDIAN 2	• 0	z >	4.0	Z Þ	5.8	N.A	0.0	Z		, N		2	
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4 .8.	4.8	5.8	5.8	6.8	6.8	

اج	٥	_	2	-	22	_}
PUPILS TESTED 4	DIFFERENCE		GRADE		SUBJECT	
40	-0.1		2			
37	-0.5		ω			D.
49	0		4		READING	FERENC
67			σı			E IN E
63	<u>ا</u>		თ			СРЕСТЕЙ
40 37 49 67 63 40 36 49 61	#0.1 #0.5 #0.1 #0.6 #0.5	2	2			DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3
36		3	ω	7	MATH	AINED N
\$		3	4		MATH COMPUTATION	MEANS -
0,		3	σı		ATION	1974-75
8		-5	თ			3
40		2 +0.1 +0.5 +0.4 +0.8 +0.5	2			
	1	+0.5	ω		MATH	
;	49 67	+0.4	•		MATH CONCEPTS	
!	67	+ O. B	5	1	PTS	
	63	+0.5	σ			

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

ä The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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		NDAY NDAY	6	S	4	u	2	-
	-	*	0	Cl	10	0	04	3
	2	7	10	0	6.0	40	40	ß
	3	12	99	07	1	35	0.5	0
ST ANINE	4	1 7	28	14	=	20	-23	٥
NE NE	5	20	14	. 32	χ. ζ:	23.	=	23
	6	17	10	18	14	1.6	18	17
•	7.	12	13	, 4 ,	17	09	14	19
	c co .	7	=	80	13	11	12	17
	9	4	96	07	69	11	· =	23
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STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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	7	12	16	16	19	13	26	19
		7	15	19	21	07	25	15
	9	•	47	34	12	*	11	á
	77				₹?			

• 0 — At least one pupil but less than 0.5% scoring in this stanine.

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	· ,	<u>,</u> 1	~ 151
1973-74	1974-75	SS	·,
438	421	110	
0.7	0.5	MEMBERSHILY	
45.9	30.7	& BLACK	STUD
53 •4	68-8 25-2	* HISPANIC * WHITE AND	STUDENT TRENDS
19.8	25.2	TR.	RENDS
93.6	92,7	ATTENDANCE	-
. 🛏	-	ADMINIST ADMINISTRA	
17	23	ADMINISTRATORS INSTRUCTIONAL	
13	و	PERSONS	
29.4	26.0	"NE	
0.0		* HISPANIC	STAFF
70.6		WHITE	TRENDS
35.0	,	A & W	S
1.5.1		OR MIGHER FLANG YEA	
2	5 ;	MIGHER AVG YEARS EXPERIENCENCE THE OTHER	
Z		OPERATING PER PUPIS	ORG
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		ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1					
GRADE							4		5		6	
						1000		1072.74	1074.75	1973-74	_	1973-74
SCHOOL YEAR	1974-75	1973.74 1974.75	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1	1973-74		19/3//4
PUPILS TESTED	47	42	53	42	45	15	. 09	55	60	69	74	7
	3 3	22	3.2	3.0	3.9	*. 5	5.7	5.8	6.8	7,1	8.1	7.7
READING MEDIAN	2.2	2.6								0	200	10.5
MATH COMPUTATION	2.7	2.9	3-4	3.7	8	5.5	5.6	6.3	0.1	7.7		
MATH CONCEPTS MEDIAN 2	2.2	NA	2.9	AN	5.2	'Z Þ	5.4	NA	7.7	N A	4	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	.co	4.8	5.8	5.8	6.8	6.8

		말	FERENCI	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED A	MEANS -	1974-75	u			-		
SIBIECT	.]	_	READING				HTAM	MATH COMPUTATION	ATION			HTAM	MATH CONCEPTS	PTS	<u> </u>
SUBJECT															
GRADE	2	ω	•	5	6	N	ω	4	σı	6	2	ω	4	5	σ
				1			,	,	3	2	-0-2 -0-1 -0-7 +0-8 +0-2	-0-1	-0.7	+0-8	• 0 • 2
DIFFERENCE	•0•0	-0.1	+0.4	+0.3	+0.0 -0.1 +0.4 +0.3 +0.0 +0.0 +0.3 -0.4 +0.2	+0.0	+0.3	-0	40.0		2.0-2			3	
						33	3,5	٨	2.4	58	, 16	36	49 43	£3	58
PUPILS TESTED 4	32	36	64	\$ 3	32 36 49 43 58 32 36 49 43	32	30	•			,	,		;	
											,				

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.



1-2

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PERCENTAGE DISTRIBUTION OF READING STANINES
BY GRADE LEVEL

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	2	7	0	ဂ	C	0	07	0	
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14.11.1	. 4	17.	20	15	80	17	07	2	
'n	5	20	16	22	23	ω, ω,	-a	5.3	
	Þ	17	91.	15	18	13	18	21	
	7	12	15	73	25	80	₹,	27	
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PERCENTAGE DISTRIBLTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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, , ,	10	13 .	25,	27.	. 12	90	70	o	O
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	27	C *	25	۶۲°	7.	40	0	٥	ا

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES. BY GR.CE LEVEL

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, TŅE	ر د	20	15	15	22	17	18	15	
	6	. 17	£,7	22	%	25	14	34	
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	٠	• •	37	.22	13	40	•	80	

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ב

	1974-75 805 18-1 12-5	SCHOOL YEAR AVERAGE DAILY & BLACK & HIS	STUD
71.1	69.4	* WHISPANIC * WHITE AND	STUDENT TRENDS
8.01	9.1	TRA	ENDS
94.4	93.3	77.\\	
2	2	ADMINIST	
42	45	ADMINISTRATORS INSTRUCTIONAL	
22	16	PERSONAL PERSONAL	
26-2	24.4	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
0.0	2.2	* BLACK	STAF
73.8	73.4	* HISPANIC * WHITE AND	STAFF TRENDS
31.1	73.4 31.8	OTHER AND MA WITH OR DEGRE	DS
10.1	10.3	OR MIGHER FLATER	
93	92	A VIGNER EXPERIENCE OTHER	
2 >	976	OPENTION	ORC
A A	-	PER PUPIL PER PUPIL EXPERSES CONTRACTED EXPERSES PER PUPIL	TRENDS

		АСН	IEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1					
GRADE	1		2		ω	31	4		₅		6	
SCHOOL YEAR	1974-75	1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1974-75 1973-74 1974-75.		1973-74	1974.75	1973-74	1974-75	1973-74
00:000										1.33		132
PUPILS TESTED	82	91*	. 93	96*	91	100*	92	*101	10,	*671	110	8
READING MEDIAN	2.1	2.1*	2.1* 3.2	2.9*	2.9# 3.6	3.7*	4.1	4.3*	5.4	54.4	6.9	0.8
MATH COMPUTATION	ړ 2.2	2.3*	2.3* 3.0	3.4*	3.8	+0.+	4.8	5.2*	6.2	5.8*	7.5	7.0*
MATH CONCEPTS MEDIAN 2	2.2	N N	3.5	N.	3.0	NA	4.2	Z	5.4	N D	7.1	Z
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

7		DIF.	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED N	EANS -	1974-75	u			1		
SUBJECT		20	READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	_	თ	o o	2	ω	4	5	თ	N	ω	4	ۍ.	6
			Ŀ							اِ	;		2	5	•
DIFFERENCE	1.0+	1.0-	-0.2	+0.1	+0.1 -0.1 -0.2 +0.1 +0.3 +0.0 -0.2 -0.1 +0.1 +0	+0.0	-0.2 2	-0.1	1.0+	· i	-0.4		-		
									2		75	77	07	9	=
PUPILS TESTED 4	79	79 78		87	87 87 110		78	79 78 87 87	87	011	. 79	, 3	٥	٥	

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n.	STANINES	Pa1S10

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	Cr Cr	4	80	2	0.4	67	14	3
	9	4	0	04	C 3	03	98	11

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STANINE	, 5	20	18	21	16	18	21	13
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		9	.	05	03	03	0	7	17

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[₅₅	16		
1973-74	974-75	SCHOOL	
\vdash	-	YEAR OL	\ _
846	980	1	
		MEMBERSHIP	*
1.6	1.7	8 0. 7/0	
12.1	12.9	* BLACK	S
	_	* HISPANIC	STUDENT
86.3	85.4	* W.	Ι.
20.7	5.81		FRENDS
		TRANSIENCY RATE &	ŭ
92.5	89.7	ATTEN	
		ATTENDANCE RATE &	
-	-	MINISTO	
100	38	ADMINISTRATORS INSTRUCTIONAL	
		STAFFIONAL	
21	14	PERSON	
22.6	21.0	NE.	
<u> </u>		* BLACK	<u> </u>
3.2	5.2	8 44	STAFF
74.2	73.8	* HISPANIC	1.
$\overline{}$	 	& WHITE AND	TRENDS
31.3	1.94	11 . 81	"
00	\ <u></u>	OR DEGREE	
8.9	ω W	EXPERIENCE	
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Z A		CONTIL	ORGANIZATII TRENDS
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•	NATIONAL NORM	MATH CON	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	. GRADE	
	NORM	MATH CONCEPTS MEDIAN 2	PUTATION	MEDIAN	TED	EAR		•
	1.8	2.4	2.4	2.3	:66	1974-75		
	1.8	NA	1.9	2.1	25	1973-74	,	ĄĢ
	2.8	3.5	3.1	3.1	95	1974-75	2	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
	2.8	N A	3.4	3.5	90	1973-74		TRENDS:
	38	4-7	4.7	4-7	100	1974-75	ω	GRADE EC
	3.8	N	* 8	*	102	1973-74		UIVALENT
	4 8	5.4	5.7	5.1	101	1974 75 1973 74	4	SCORES 1
	4.8	N D	5.5	5.7	99	1973 74		
	5.8	6.8	7.8	6-9	¥01	1974-75	5	а.
	5.8	NA	8	7.4	18	1973-74		
	8.3	7.5	8.0	7.1	126	1974-75	6	
	8.3	NA	8.5	7.1	114	1973-74		
	•			8	2		_	

OIFFERENCE IN EXPECTED AND ATTAINED ME READING 3 4 5 6 2 3 +0.0 +0.3 -0.4 -0.2 +0.3 73 , 82 73 94 26 73	FERENCE IN EXPECTED AND ATTAINED MEANS — IEADING	MD ATTAINED MEANS - 1974.75 MATH COMPUTATION 2	94 6 6	94 6 6	94 6 6	94 6 6	1 1 1 1 1 1 1 1 1 1 1
IN EXPECTED AND ATTAINED ME MATH CI 5 6 2 3 0.3 -0.4 -0.2 +0.3 73 94 26 73	IN EXPECTED AND ATTAINED MEANS - MATH COMPUTA 5 6 2 3 4 0.3 *0.4 *-0.2 *0.3 *-0.1 73 94 26 73 81	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	94 6 6	94 6 6	94 6 6	94 6 6	6 2 3 4 5 -0.1 +0.0 -0.1 +0.2 94 26 73 81 72
TED AND ATTAINED ME MATH CI CO.4 -0.2 +0.3 94 26 73	TED AND ATTAINED MEANS - MATH COMPUTA 6 2 3 4 0.4 -0.2 +0.3 -0.1 94 26 73 81	1 1 1 1 1 1 1 1 1 1	94 6	94 6	94 6	94 6	6 2 3 4 5 -0.1 +0.0 -0.1 +0.2 94 26 73 81 72
2 3 2 40.3 26 73	ATTAINED MEANS - MATH COMPUTA 2 3 4 -0.2 +0.3 =0.1 26 73 81		94 6	94 6	94 6	94 6	6 2 3 4 5 -0.1 +0.0 -0.1 +0.2 94 26 73 81 72
NED ME	NED MEANS — 3ATH COMPUTA 3 4 40.3 =0.1	1 1 1 1 1 1 1 1 1 1	94 6	94 6	94 6	94 6	6 2 3 4 5 -0.1 +0.0 -0.1 +0.2 94 26 73 81 72
	ANS -	1 1 1 1 1 1 1 1 1 1	94 6	94 6	94 6	94 6	6 2 3 4 5 -0.1 +0.0 -0.1 +0.2 94 26 73 81 72

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PERCENTAGE DISTRIBUTION
OF READING STANINES

		NATE GRP	-	. п	, O D	, 70 G	3	
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STANINE	4	17	18	11	20	72	12	13
Z Z T	ې	20	. 29	20	27	23	20	18
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NATE NOR!

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	7	12	17	20 %	17	1-2	7	4
2	12	80	17	16	16	0.5	0	04
=	15	21	15	80	17	05	10	0
· =	.07	12	18	14	16	11	80	ဂ
_	19	19	17	16	80	80	0	2
0	8	15	17	15	20	07	80	04
. 20	04	27	60	18	13	80	, <u>c</u>	0
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·	N STANINES	A I S NO I I	ΞÉ	CMPUTAT	AGE	ERCENT	PER	
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STANINE

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ERCENTAGE DISTRIBUTION
F MATH CONCEPTS STANINES
Y GRADE LEVEL "

		GRAT.		r	נ כו ת	> 70 0	ה	
,		NORM GRP	6	751	4	w	2	-
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	9		12	07	07	9	80	18
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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

.1973-74	1974-75	,	
\$7 .	1-75	SCHOOL YEAR	
420	478	412	
5.2	4.8	MEMBERSHIPY	
5.5.1	59.2	* BLACK	STU
39.7	3600	* HISPANIC * WHITE AND	TUDENT T
	29.8	TRA	RENDS
25.7 92.0	88.3	TRANSIENCY, RATER ATTEN	
-	1	ATTENDANCE PATE & ADMINI	ф.
. 19	, 27	AOMINISTRA TORS	_
1.7	1.3	STAFFONAL	•
. 26 . 3	25.9	PERSONNEL	·
21.1	18.5	* BLACK	STAFF
52.6	55-6	8 HISPANIC	F TRENDS
27-3	-	WHITE AND MA OFFICE MA OFFICE	DS
9.2	9.6	MA WITH OR HIGHER FLA	
80	88	ANGHER FLA TEACHING EXPENSENCE UTIL	
≥	1111	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	a OH
N A	* 1	OPERATING EXPENSES CONTRA	TRENDS
		EXPENSES EXPENSES EXPENSES	DS
<u> </u>	•		d d

GRADE SCHOOL YEAR	AR	1974-75	ACH 1973 ² 74	1974-75	ACHIEVEMENT THENDS: GRADE EQUIVALENT SCORES 1 1974.75 1974.75 1974.75 1974.75	GRADE EC 3 1974-75	1978174	SCORES 1	**************************************	393	57 56	75 1973.74 67 (66*	6 1973.74 1974.75 67 1668 80
ا ا		1974-75	1973-74	1974-75	1973-74	1974-75	1978174 @ 44*	1974	9 75	4 + + + +	1973.74	1973.74	4, 55, 67 1973.74 197 55, 67 66*
READING MEDIAN		.3.8	3.0*	2.5	3.6*	1,3	4.3*	3.6		*4.7*	4.7* 5.0	* \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	5.6
MATH COMPUTATION MEDIAN	,	2.9	2.3*	2.8	3.0*	4.3	5.1*	Ø 5.1		4.7*		4-7*	4.7* 5.9
MATH CONCEPTS MEDIAN 2	2	3.0	· NA	2.7	NA	4.5	NA	4	4.9	NA NA		N A	NA 5.6
NATIONAL NORM		1.8	1.8	2.8	5 2.8	3.8	3.8	- 4.8	.8	.8 4.8		4.8	4.8

		PH	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	MEANS -	- 1974-71	5 3					9
SUBJECT		_	READING		-		МАТН	MATH COMPUTATION	ATION	•	K.	MATH	MATH CONCEPTS	PTS	
GRADE -	, 2	3	4	5	ග .	2	ĵ3	4	5	6	2	ώ	4	5	ъ́-ю-
DIFFERENCE	, -0. 6	-0. 3	-1.0	-0-2	-0.6 -0.3 -1.0 -0.2 +0.4 -0.6 +0.5 -0.7 -0.3 -0.	-0.6	5.0+	-0-7	-0.3	-0.3	*0.4 +0.4 *0.3 *0.5	+0.4	-0.3		-0. 3
PUPILS TESTED .	39	41	35	85	39 41 35 48 54 39 42 35 48	39	. 42	. 35	48	54	39	39 42 35 48	35	48	54

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

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•	-	4	90	07	14	C	80	07	
	~,	7	60	04	16	9	19	0	
	w ,	12	ì.7	10	21	18	16	0	
STANINE	4	. 17	31	19	23	23	16	04	
2	vs .	20	16	200	12.	14	13	٥	
es.	6	17	13	. 19	07	21	10	=	
	7	12	21	. 09	0	£0,	10	15	
	8	7	C5	C4.	۰ ٥	96	0	. 04	
	• •	(4	10	01	04	05	90	59	
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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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-	0	0	. 9	•0	C7	07	33	15	26
2	05	11	21	16	26	10	05	C3	£ 0
w	03	0	,	9	32	15	90	12	14
4	97	04	ב	19	21	,18	11	63	0
٠ ب	C1	04	14	20	20	22	90	8	90
ο`	0.	1:1	13	31	117	17	05	2	10
* PRATE	4	. 7	12	17	20	17	12	7	4
	1	. №	, ω	4	5	6	7	80 -	9
				STANINE	INE				

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

		NAT L NOR'N GRP		_	n Op 1	> 20 G	י	
		P.朶구	6	σ,	4,	w	2	-
	1	٠,	05	12	07	ဂ	05	0,
	∾.	. 7	15	40	12	05	· =	5
	w	12	20	14	07	09	13	0
STANINE	4	17	24	16	0.7	Ħ	16	0
I NE	5	20	25	17	32	33	26	07
	٥	17	06	19	19	20	15	19
ļ	7	17 12	01	13	40	06	05	19
ł	æ	7	20	03	9	12	10	07
	9.	4	0	ີ ຍ	49	03	.0	1
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\star 0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two ingrade-level test into nine equal portions. consistent fashion from one, grade to use essentially the same metric, or unit, clude very low scores and, to the extent stanines progressively higher, levels of another as shown in the charts above. unit enables scores to be organized in a Stanine scores are converted scores that progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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10.2	75.0 26.9	75.0	5.0	0.02	10	20	1	92 . 5	17.2	72.5	9.3	18.2	548	. 1973-74
28.5		77.0	3.8	19.2	7	26	7.1	92.1	11.8	71.3	11.8	16.9	526	1974-75
OTHER AND MA OFFICER FLAND OF HIGHER FLAND OF HIGHER FLAND	~''/>-	* HISPANIC * WHITE AND	* BLACK	PERSONNEL	STAFFONAL P. OT.	ADMINISTRATORS INSTRUCTIONAL	ADMINICE ADMINICE	ATTENDANCE PATE &	'RA	* WHITE AND	* BLACK * HISPANIC	MEMBERSHIP % P.	41.	SCHOOL YEAR
TRENDS	E	F TR	STAFF						NDS	STUDENT TRENDS	STUD			

					,							
		ACH	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	CORES 1					- 2
GRADE	1		2		3)	4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	60	72	58	73	71	80	65	64	67	73	82	ء 86
READING MEDIAN	1.8	1.5	2.4	2.4	3.5	3.6	4.5	5.1	6.0	6.9	ŏ• 8	8.1
MATH COMPUTATION MEDIAN	2.1	1.9	2.9	1 1	3.7	3.7	5.0	4.1	5.4	6.4	7.5	75
MATH CONCEPTS MEDIAN 2	2.1	NA	3.5	NA ·	3.2	NA:	4.5	NA	5.6	N >	6.8	2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
2												

64	· \$5	48 56 55 45	56	\$ 8	64	45	55	56	48	48 56 55 45 64 48 56 55 45	45	55	56	48	PUPILS TESTED 4
0.0	+0.7 -0.4 +0.1 +0.3 -0.4	1.0+	-0-4	+0.7	1.0	-0.3	+0-3	+0.1	 	+0.2 +0.0 +0.1 =0.2 =1.0 =0.1 +0.1 +0.3 =0.3 =0	-0.2	+0-1	+0.0	+0.2	DIFFERENCE
6	Øī.	.	ω	2	6	5	4	٥3	2	6	5	4	ω	2	GRADE
,	EPTS	MATH CONCEPTS	MATH			MATH COMPUTATION	COMPUI	MATH			"	READING			SUBJECT
					3	- 1974-7	MEANS -	AINED !	AND ATT	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ENEX	FERENC	DIF		

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PERCENTAGE DISTRIBUTION OF READING STAVINES BY GRADE LEVEL

		RPRE	٥	٠.	4	w	2	 -1	
	1	4	C1	10	C4	04	07	0	
90	seasî N	7	65	04	12	14	05	0	
	w	12	18	07	20	14	17	15	
STANINE	4.	17	20	22	19	24	29	. 22	
Z	5	20	22	26	14	22 .	19	22	
	6	17	1.0	16	14	80	01	17	
	7	12	14	12	12	10	0	27	
	8	7	С8	C5	10	C3	C3	83	
	9	4	0	05	0	10	83	8	

PERCENTAGE DISTRIBUTION.
OF MATH COMPUTATION STANINES
BY GRADE LEVEL!

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

		NAT GRP			נ כס ח	₽ Ø	ח	
		NATL NORM GRP	6	ū	4	w	2	-
	1	4	05	C 3	10	90	07	0
ŀ	2	7	07	07	16	90	0.0	0.5
	y.	12	07	14	07	17	15	12
STANINE	4	17	21	30	27	19	0,	12
M I	· vs	20	11	10	19	23	27	27
	6	17	23	22	17	, 12	19	20
ĺ	7	12	14	12	07	10	07	17
	8	7	07	C3	CS	90	0 ;	G
Ì	9	4	9.0	0	10	90	03	63

0 0 07 20 31 13 23 31 14 12 19 06 24 18 13 04 08 29 27 15 08 13 23 24 16 7 12 17 20 17 2 3 4 5 6		
0 07 20 23 31 14 06 24 18 08 29 27 13 23 24 12 17 20		σ.
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★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, clude very low scores and, to the extent progressively lower, and the three higher Stanine scores are derived by dividing grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant Stanine scores are converted scores that The lower three stanines denote The

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.1973-74	1974-75	SCHOOL YEAR	
560	587	ALL	
0.4	2.0	MEMBERSHIP &	
0.4 16.5	22.0	* BLACK	STU
1.68	76.0	* WHITE AND	STUDENT TRENDS
11.1	15,3	180	RNDS
94.6	94.3	ATTENDANCE ATTENDANCE	
1	, 1	ADMINIST ANCE	
20	29	ADMINISTRATORS INSTRUCTIONAL	
15	11	PERSONNER	, ,
15 -30 -0	20.6	PERSONNEL * BLACK	,
0.0	6.8	* HISPANIC	STAFF
70.0			TRENDS
34.6	39.2	MA & WI	SC
12.6	11.8	\\\'\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
73	86	THE ARING PLANES	
>	844	PLANT OPERATION EXPENSES CONT	ORG
N A		EXPENSES ONTRACTED EXPENSES EXPENSES PERPUPIL	ORGANIZATII TRENDS
		PUPIL	NAL.
•		<u> </u>	

NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	
1.8	2.1	2.4	2.0	49	1974-75		
1.8	NA	2.6	2.2	73	1973-74	1	AC
2.8	3.2	3.2	3.1	78	1974-75 1973-74	2	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
2.8	, NA	3.7	3.3	79	1973-74		TRENDS:
3.8	5.4	4.8	4.4	73	1974-75 1973-74	ယ	GRADE EC
3.8	N P	4.3	4.3	64			UIVALENT
4.8	5.6	5.1	5.4	70	1974-75	4	SCORES 1
4.8	N P	5.2	4.9	83	1973-74		
5.8	6.2	6.2	/ yn	88	1974-75	5	
5,8	2 >	6.7	5.8	88	1973-74		
6.8	8.4	8.0	7.6	90	1974-75	6	
6.8	2	8.8	6.7	77	1973-74	,	,
•	٠		8	8			

		DF	FERENC	Ä Z m	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AND ATT	AINED N	MEANS -	1974-75	ü					
SUBJECT		_	READING	u,	•		MATH	MATH COMPUTATION	NOITA			MATH	MATH CONCEPTS	PTS	-
GRADE	2	3	4-	5	6	2	3	4	5	6	· 2	ω̂	4	51	6
DIFFERENCE	+0.0	+0.3	+0.3	+0-1	+0.0 +0.3 +0.3 +0.1 +0.2 +0.0 +0.0 +0.2 +0.0 +0.	+0.0	+0.0	+0.2	+0.0	+0.0	+0.0	+0-4	+0.3	+0.0 +0.4 +0.3 +0.0 +0.4	+0-4
PUPILS TESTED 4	63	63	56	76	63 63 56 76 69 66 4 63 57 76	66	14 63	57	76	≥69	. 66	63	57	76	69
			1												

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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	•	NATE NCRP GRP	٥	ŭ,	ď	س.	2	-
	,	. 4	10	13	40	0	10	10
	2	7.	07	03	20	0	04	=
	3	12	9	14	9	. 06	17	15
STANINE		17	18	1	13	9	13	13
20,	ۍ.	, 2C	18	28	23	26	15	=
÷	6.	17	17	16	23	19	17	15
	7	12	13	12	15	12	14	13
	8	7	14	63	C3	13	4	80
	ø	*	04	03	20	. 6	`13	95
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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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	-	٦	O	0	03	0	0	03	
	2	7	0.3	05	07	03	05	9	
	ω	12	10	5	16	05	13	15	
STANINE .	•	17	19	12	15	13	15	0	
₹NE,	5	20	18	59	24	12	13	18	
	6	17	14,	15	05	30	21	# E	
	7	12	13	, 1 4	15	25	14	80	
۵	,œ	7	11	C _B	63	83	C7	8	
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PERCENTAGE DISTRIBUTION
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BY GRADE LEVEL

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★ 0 — At least one pupil but less than 0.5% scoring in this stanine

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STUDENT TRENDS STAFF TRENDS ORGANIZATIONAL ORGANIZATIONAL ORGANIZATIONAL TRENDS ORGANIZATIONAL ORGANIZA		$\overline{}$		
STUDENT TRENDS STAFF TRENDS ORAN ORAN ORAN ORAN ORAN ORAN ORAN ORA	1973	197		4
STUDENT TRENDS STAFF TRENDS ORAN ORAN ORAN ORAN ORAN ORAN ORAN ORA	7	1-76	SCL	
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GRADE		_		?	3	3		,	-5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	99	56	65	70	73	74	75	90	78	. 87	92	97
READING MEDIAN	1.8	1.9	2.9	3.2	4.9	4.5	5.6	5.2	6.5	5.8	7.9	7.4
MATH COMPUTATION MEDIAN	2.6	2.6	3.0	3.2	4-7	5.0	5.2	5.6	6.9	6.4	7.8	8.5
MATH CONCEPT, MEDIAN 2	2.1	AN	3.1	AN	5.2	NA	5.8	NA	6.8	NA	9.1	N.A
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	. 8.9
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		DIF	FERENC	ENEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	EANS -	1974-75	5 3					
SUBJECT		70	READING	3			MATH	MATH COMPUTATION	NOITA			MATI	MATH CONCEPTS	PTS	
GRADE	2	3	4	5	6	2	3	4	σı	თ	N	ω		σı	6
DIFFERENCE	1-0+	+0.4	1.0-	+0-4	+0-1 +0-4 =0.1 +0.4 +0.5 =0.1 +0.4 =0.9 +0.2 +0.	<u>.</u>	+0.4	6.0-	+0.2	+0.2	-0-4	+0.3	-0.2	**O** +0*3 **O**2 **O**3 **1**3	+1.3
PUPILS TESTED 4	47	56	61	69	47 56 61 69 77 46 56 61 69	46	56	19	69	76	46	56	4 6 5 6 61 69	69	76

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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

ယ The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lawer than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual · minus · expected) is computed only for pubils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES

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NOR M NATI GRP

BY GRADE LEVEL PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES

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		39	7	18	90	17	12	03	9
		•		28	0.	60	15	0,	12
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At least one pupil but less than 0.5% scoring in this stanine

consistent fashion from one, grade to grade-level test into nine equal portions. another as shown in the charts above unit enables scores to be organized in a Stanine scores are converted scores that clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant use essentially the same metric, or unit, middle three stanines -4, 5, and 6 -The

> answer only at about chance level of the expected by marking answers without readtest; that is, in about the score range eight and nine indicate very high levels relatively strong skill deficits. Stanines answering almost all questions correctly. of skill. Pupils scoring in stanine one. that the test scores are valid, indicate ing the questions. Stanine nine scores indicate near perfect performance; that is,

shown to the right of the term "NATL NORM norm group scoring in each stanine is ative populations, and that the more expercent of the pupils tested in the norm-GRP" shown above. Note that stanines tour, tive, and six include the middle 54 The percentage of pupils in the national

> smaller percentages. The percentage of tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all per pupils at or below any particular statreme stanines contain progressively three (4% + 7% + 12% = 23%) For example, 23 percent of the norma-

grade. No matter what the school geneity of achievement levels at that . at each grade level for the school, one at the higher stanines. achievement average, most schools will may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

NA	2 >	111	0	10.7	(4-1	0.0	.25.9	20	27		93.9	17.5	86.2	5.6	8.2	741	1973-74
	1,2	. 0	Į.	18.5	75.0	0.0	25.3	10	24	_	94.6		90.3	8.8	0.9	464	1974-75
CONTRACTED EXPRACTED PER PUPIL	PERFENTINO	A VG VEARING EXPERIENCE UTILL	OR MICHER FANG TE	MA SWITH	* WILL	* BLACK	I WE,	STAFFONAL PERSONS	ADMINISTRATORS INSTRUCTIONAL	ADMINIO	77. V	TA.	* HISPANIC * WHITE AND	* BLACK	MEMBERSHIP & P.	412 ·	SCHOOL YEAR
TRENDS	ORGANIZAT		•	S	STAFF TRENDS	STAF						RENDS	STUDENT TRENDS	ราบเ			

		ACH	HEVEMENT	TRENDS:	-GRADE E	ACHIEVEMENT TRENDS:-GRADE EQUIVALENT SCORES	SCORES 1					
GRADE			, N		ω		4		5		6	é
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75		1973.74	1974-75	1973-74	1974-75	, 1973-74
PUPILS TESTED	49	€ 8,8	. 54	* 06	53	*+8	65	96*	53	100*	75	105*
READING MEDIAN	2.2	1.6*	3.3	3.1*	4.20		3.84 3.8	4.7*	6.2	5.7*	6.7	0.8
MATH COMPUTATION	+ .2.9	2.5*	2.5* , 4.3	41.4	4.5	4.10	4.1	5. l*	5.7	6.8*	7.2	Ø.
MATH CONCEPTS MEDIAN 2	3.0	N N	4.5	NA.	4.5	N D	4.5	Z D	6.8	N A	8.4	Z
NATIONAL NORM.	1.8	1.8	.2.8	2.8	3.8	3.8	4.8	4.8	5.B	5.8	6.8	6.8

		PF	FERENC	E N EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	197475	u					
SUBJECT		. 20	READING				MATH	MATH COMPUTATION	ATION			МАТН	MATH CONCEPTS	PTS	
GRADE	2	ы	4	51	თ	,2	ω	4	មា	6	2	ω,	127 7	σı	6
DIFFERENCE	+0.6	-	-0.7	10-1	-0 -3	+0.6 -0.10.7 -0.1 -0.3 +0.8 -0.2 -1.0 -0.2 -0.6	-0.2	-1-0	۶.۵	-0.6	+0.2 -0.7 -0.6 +0.4 +0.5	-0.7	0.6	•••	÷0.5
PUPILS TESTED .	45	*	45	45	66	65 64 44 65 65 64 44 65	44	4 5	45	66	45	4	4 55	45	66

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An esterick (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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UF READING STANINES PERCENTAGE DISTRIBUTION

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PERCENTAGE DISTRIBUTION MATH CCNCEPTS STANINES

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At least one pupil but less than 0.5% scoring in this stanine

grade level test into nine equal portions. consistent fashion from one, grade to achievement. Stanines one and two indenote "about average" levels of achieve another as shown in the charts above. clude very low scores and, to the extent stanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant The

> answering almost all questions correctly. answer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines expected by marking answers without readof skill. Pupils scoring in stanine one ing the questions. Stanine nine scores test; that is , in about the score range that the test scores are valid, indicate indicate near perfect performance; that is

percent of the pupils tested in the norm GRP" shown above. Note that stanines shown to the right of the term "NATL NORM norm group scoring in each stanine is ative populations, and that the more exfour, five, and six include the middle 54 The percentage of pupils in the nationa

> cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular stasmaller percentages. The percentage of treme stanines contain progressively three (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the norma-

at the higher stanines. grade. No matter what the school at each grade level for the school, one By inspecting the stanine distribution achievement average, most schools will geneity of achievement levels at that may develop a notion about the heterohave some pupils at the lower and some

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1973-74	1974.75	SCHOOL YEAR	ı
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		ACT	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UNALENI	SCORES '	:			,	
GRADE	-		N		,	,	. 4		5		6	
SCHOOL YEAR -	1974-75	1973-74	1974.75	.1973-74	1974-75	1974-75 1973-74	1974.75	1973-74	1974-75	1973-74	1974-75	1973-74
BIDII S TESTED	101	103	107	. 81	.95	82	98	98	116	115	123	115
										,	70	0
READING MEDIAN	2.9'	2.4	3.9	3.4	4.5	5.5	6.8	6.3	0.1		•	•
MATH COMPUTATION	3-0	. 2.6.	4.1	6.3	5.3	6-1	+ •9	6.3	6.6	7.2	9.9	10.5
MATH CONCEPTS MEDIAN 2	3.2	Ä	4.2	NA	5.0	AN.	-8 - 9'	NA.	. 6.2	2 2	9.1	Z >
NATIONAL NORM	1.8	1.8	~ 2.8	2.8	3.8	3.8	8:1	4.8	5.8	5.8	6.8	6.8

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4	•	말	FERENC	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	EANS -	1974-75	3		,			
SUBJECT		20	READING		·		MATH	MATH COMPUTATION	ATION	·		HTAM	MATH CONCEPTS	PTS ,	
GRADE .	2	ω	•	55	б	2	3	4	5	6	2		4	5	6
DIFFERENCE	*0.2	÷0.1	+0,4	9	+0.2 +0.1 +0.4 -0.4 +0.2 +0.8 +0.5 +0.1 -0.6 +0.	* 0 . 8	÷0.5	+0.1	9	+0.7	+0.5	+0.5 =0.3	+0.2	-0.6	÷0.8
PUPILS TESTED 4	9	76	64	101	90 76 84 101 111 90 74 84 101 111	. 90	. 74	8.	. 101	.111	90	74	84	. 101	111
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^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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BRAD& LEVEL	MATH CCMPUTATION STANINES	PERCENTAGE DISTRIBUTION

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STANINE	4	17	06	80	07	03	90	20	
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NATE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRACE LEVEL

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STANINE	4	17	06	13	10	0.7	٤,	97	
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* 0 - At least one pupil but less than 0.5% scoring in this stanine.

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SCHOOL YEAR	# 72	1974-75	1973-74	1974-75	1973-74	1974-75	1973 74	1974.75	1973-74	1974 75	1973-74	1974-75	1973-74
PUPILS TESTED	ã bub	67	88	91	66	65	78	76	96	46	46	97	76
READING MEDIAN		2.0	1.9	3.0	3.0	3.6	↓	4.5	4.5	5.6	6.0	10.2	6.8
MATH COMPUTATION MEDIAN		2.4	2.6	3.1	. 3.4	4.5	4.5	5.0	5.4	6.7	7.2	8.3	8.8
MATH CONCEPTS MEDIAN 2	N	2.1	NA	2.9	NĂ,	4.7	NA	4.5	NA A	6.5	NA	8.4	NA
NATIONAL NORM		1.8	1.8	2.8	2.8	3.8	38	48		5.8	5.8	6.8	8.3

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PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

CCNCEPTS STANINES

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* 0 — At least one pupil but less than 0.5% scoring in this stanine.

consistent fashion from one, grade to grade-level test into nine equal portions clude very low scores and, to the exten achievement. Stanines one and two in stanines progressively higher; levels of progressively lower, and the three higher denote "about average" levels of achiev another as shown in the charts above unit enables scores to be organized in a grade is at about the middle of staning ment. Grade-level performance at each Stanine scores are derived by dividing use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant The lower three stanines denote

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1973-74	1,5	<u> </u>		
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SCHOOL YEAR /	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	4973-74	1974-75	1973-74
PUPILS TESTED	5:5	* 31*	51	54*	, 37	56*	50	55*.	55	53#	40	* 43*
RÉADING MEDIAN	1.6	. 1 - 8+	3.2	2.5*	3.2	3-4*	349	5.0*	7.94	7.94 4 5.7*	7.9	6.1*
MATH COMPUTATION	2.2	2.1*	2.7	2.9*	3.7	≈ 3 -9 ≉	4.1	4.9*	5.9	6.3*	7.2	7.0*
MATH CONCEPTS MEDIAN 2	2, 7	NA	2.7 6	, NA	3.6	NA	4.2	- NA	. 7.1	Z >	8.7	۸ŅĄ
NATIONAL NORM	1.8	1.8	2.8.	2.8	3.8	3,8	4.8	4.8	5.8	5.8	8.8	6.8
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DIFFERENCE	+0.4	.+0.0	1.0+	+1.2	+0.4 .+0.0 +0.1 +1.2 +0.90.5 +0.0 -0.6 -0.2 -0.		• O • O	-0-6	-0.2	-0-1	-0-4	-0.4 -0.3 -0.2 +0.8	-0.2	*0.8	+0 ; 8
PUPILS TESTED .	21	29	29 37	41	£1 34 23 28	. 23	, 28	37 <u>41</u>	14	. 34	23	28	37	41	34
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PERCENTAGE DISTRIBUTION
OF REACING STANIMES
BY GRADE LEVEL

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BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

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1973-74	1974-75	SCHOOL VEAR	
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1.94	932	ATTENDANCE PATE &	
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36	38	ADMINISTRATORS INSTRUCTIONAL	-
7 19	13	PERSONAL PERSON	,
22.2	23 .6	PERSONNEL * BLACK	
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8-11	76.4	WHIT	STAFF TRENDS
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1		AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	DUIVALENT	SCORES 1			¢.		
GRADE .			2		. 3	. 0	4		₅		, 6	
SCHOOL YEAR	1974:75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974.75	1973-74	1974-75	1973-74
PUPILS TESTED ,	. 104	. 88.	46	. 117	-124	. 521	145	051 1	154	140	141	120
BEADING MEDIÁN	2.5	/ 2.3	0.6	± 3, 0	3.7	4.1	4.5	3.2	5.8	6.0	6.7	6.7
MATH COMPUTATION	2.7	2.9	3.5	3-1	3.9	3.9 5.0	6.0	6.7	7.5	8.0	7.2	7.8
MATH CONCEPTS MEDIAN 2	2.4	NA	3.5	NA	4.2	N A	5.6	Z A	5.8	Z >	6.8	Z >
NATIONAL NOBM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4. 8	5.8	5.8	6.8	6.8
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PUPILS TESTED .	DIFFERENCE .	GRADE	SUBJECT	
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111	-0.1	ω	MÂTH	
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141	-0.3 -0.1 -0.2 -1.0 -1.0	, G	PTS	
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PERCENTAGE DISTRIBUTION OF READING STANINES

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PERCENTAGE DISTAIRUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF PARTY CONCEPTS STANSNES

94 Å ---~` 05 12 STANINE 17 5 5 8 ٠, 23 17 σ 12 **..** 5

k = 0 At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. stanines progressively higher, levels of denote "about average" levels of achieve another as shown in the charts above. consistent fashion from one, grade to clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit Stanine scores are converted scores that from one grade to another. This constant

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

•		49	,
1973-74	1974-75	SCHOOL YEAR	#1
659	683	1100	
2-9	3.5	MEMBERSHIP Y	. * !
8*61	3.5. (17.1	* BLACK	, SIU
E-11	4.61	* HISPANIC * WHITE AND	STUDENT T
19.8 77.3 75.7 8.01	9.2	TRI	TRENDS
93.2	92,9	ANSIENCY ATTENDANCE PATEX	
1	. 1	ADMINUTE &)
24	∵ 37	ADMINISTRATORS INSTRUCTIONAL	-
10	11	STAFFONAL PERSONI	
10 . 29.2	18.9	WE,	,
4.2	10.8	* BLACK	STAFF
. 66.6	70.3	* HISPANIC	F TRENDS
31.0	34.2	* WHITE AND OF HER OF A OEGO	DS
10.0	8.5	A OF HIGHER A VA	
81	82	SA MIGHER A VG VEARS FIA TEACHING FIA OF A CHING OTIL	
, z >	850	OPENION	OR
2		EXPENSES CONTRACTOR	ORGANIZATIONAL TRENDS
	<i>'</i>	CONTRACTED EXPENSES	SCIONAL
		102	-

\$	NATIONAL NORM 1.8 1.8 2.8 2.8 3.8 3.8 4.8	MATH CONCEPTS MEDIAN 2 3-5 NA 3-5 NA 5-2 NA 5-6	MATH COMPUTATION 2-9 - 2-8* 3-5 3-5*, 5-1 6-3* 7-2	READING MEDIAN , 2-3 2-2* 3-3 3-6* 4-9 5-2* 5-8	PUPILS TESTED 64 67* 81 85* 99 83* 101	SCHOOL YEAR . 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75	GRADE 2 3 3 3	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1
	2 6	٠ س	. 3			1974		CHIEVE
	.86	1.5	1.5	u.	18		2	MENT 1
X	8.2	AA	3.5.	3.6*	85 *			RENDS:
	3.8	5.2	541	4.9	- 9 9		· ω	GRADE EC
	3.8	₹NA	6.3*	5.2*	83*	1973-74	0	UIVALENT
	4.8	5.6	7.2	5.8	101	1974.75		SCORES 1
•	4.8	Z	,6.6 *	5.5*	. 99*	1973,74		
	5.8	, 7.5	7.5	7.6	110	1974-75	5	
	5,8	NA	9.3*	7.68	109*			
	6,8	8.7/	9.9	10.5	, 119	1974-75 . 1973-74		
	8.3	N N	10.7*	-0-¢	121*	1973-74		,

		DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	E IN EX	(PECTED ,	AND ATT	AINED N	EANS -	1974-75	, ,				,	
suarect ,	٠ ر	HEADING	3		•	MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE 2	ω	4 .	5	6	2	3	4	5	, 6	2	ω	*	5	6
DIFFERENCE +0	0 +0.3	+0.0 +0.3 -0.2 +0.6 +0.5 +0.2 +0.6 -0.1 -0.1 -0.	+0-6	*0.5	÷02	+0.6	-0.1	-l -1	-0-1	+0.3	+0.3 +0.4 -0.8 +0.0 -0.1	0.8	0.0	:
PUPILS TESTED .	75	81	. 89	81 89 101 57 78 81 89 10	. 57	78	1 الحسر	, 89	101	57	78	81	89	101

- 1. 'In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk ("I denotes the schools taking the "Old" test in 1973-74, Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION MATH CONCEPTS

STANINES

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	GRP T		n	. U >	. x c)		
	NATL NÜR#	Ò	v	4	w	2	-	
1	4	0	C1	ი,	٥,	0	0	-
2	7	01	10	03	0	10	,o	
٠	12	10.	0	07	Ũ3	,07	05	
* *	17	05	12	15	15	13	16	:
Jr.	17 . 20	13	۲.	15	17	22	60	
6	.17	15	19	23	15	21	19.	
7	12	25.	18	100	L W	10	۲,	
co .	7	18	15	0.1	17	65	65	
9	*	22	19	10	19	18	30	
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		8 9 A		•		- ~ .	•	
		SRP R	0	51	*	w.	2	-
	1	*	0	0	10	10	o	٥
ł	2	7	0	03	0	10	04	٥
	w	12	03	03	10	60	10	90
STANINE		17	07	11	1 %	03	. 06	90
ž K	5	20	07	, 22	12	19	18	20
	6	17	16	12	13	16	. 22	9.0
	7	12	19	17	13	13	, 15	17
	8	7	12	19	23	21	10	90
	9		w •	15	30	22	16	38
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		NATI GRP		n	n 🗆 🧎	> 20 CT	,		
		NATE NOR# GRP	0	ú	•	ω	~	-	
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	w	12	0	08	06	40	05	٥	
STANINE		17	05	۲,	. 12	<u>#</u> ;	05	9	
E NE	us .	20	90	12	19	11	21	08	
	6	17	19	20	23	21	22	-11	
	7	12	24	06.	16	6,	15	16	
L	œ	7	13,	16	12	15	Ξ	13	
	•)		30	21	20	16	21	4.7	

0 - At least one pupil but less than 0.5% scoring in this stanine.

stanines progressively higher, levels of , progressively lower, and the three higher achievement. Stanines one and two indenote "about average" levels of achieve grade-level test into nine equal portions. Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a Stanine scores are converted scores that use essentially the same metric, or unit clude very low scores and, to the extent five. The lower three stanines denote the range of skill encompassed by each from one grade to another. This constant grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4; 5, and 6 -The

> that the test scores are valid, indicate relatively strong skill deficits. Stanines answering almost all questions correctly expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels test; that is , in about the score range of skill. Pupils scoring in stanine one indicate near perfect performance; that is, ing the questions. Stanine nine scores

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achievement average, most schools will grade. No matter what the school at each grade level for the school, one geneity of achievement levels at that By inspecting the stanine distribution have some pupils at the lower and some may develop a notion about the heteroat the higher stanines.

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	1973-74	1974-75	SCHOOL VEAR	
	919	631	41.	
	5.0	4.8	MEMBERSHIP Y	
	10.9	12.1	* BLACK	stu
	84.1	83.1	* HISPANIC * WHITE AND OTHER	STUDENT TRENDS
	22.2	19.5	TRA	RENDS
	93.5	92.4	A TENDANCE A TENDANCE A TENDANCE	
	1	1	ADMINIO ADMINIO	,
	22	26	ADMINISTRA TORS INSTRUCTIONAL STAFF	
•	16	9	STAFE ONAL PERSONS	
•	27.3	26.9	NE.	
	0.0	0.0	* BLACK	STAF
	72.7 50.0	73.1	* HISPANIC * WHITE AND OTHER	STAFF TRENDS
	50.0	33.3	MA SWIT	DS
	10.6	9.4	MAIGAER	
	94	91	10 14 15 15 15 15 15 15 15 15 15 15 15 15 15	
	2 >	815		ORG
	> ·	-	CONTRACTOR	ORGANIZATI TRENDS
		•	PER PUPIL	IONAL
			104	

		AC	HEVEMENT	TRENDS:	GRADE E	JUIVALEN	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES					
GRADE '	,	-		?	. 3)	4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	18	16	71	. 79	78	83	83	86	8.8	18 _©	97	101
BEADING MEDIAN	1.4	1.8	3.2	3.3.	* *	4-2	4-9	4.4	6.3	5. 7	6.2	. 7.1
MATH COMPUTATION MEDIAN	2.2	2.7	3.2	3-1	4-4	4.3	5.0	5.0	6.4	5.9	6.4	7.2
MATH CONCEPTS MEDIAN 2	2.7	NA	3.7	NA	5.4	NA	5.4	NA	5+8	2	6.2	2 >
NATIONAL NORM	1.8	1.8	2.8	8.2	3.8	3.8	4.8	4.8	5.8	5.8	6.8	. 6.8
												/

		DLF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED M	IEANS -	1974-75	3	_				
SUBJECT	•		READING	•		ū	MATH COMPUTATION	сомрит	ATION	2		MATH	MATH CONCEPTS	PTS	
GRADE	2	အ	•	5	6	2	ş	4	> 5	6	2	3	•	ۍ	ത
DIFFERENCE	, +0-3	+ Ø. 2	1 -0-1	+0.2	+0.3 +0.2 -0.1 +0.2 +0.0 -0.1 +0.3 -0.1 +0.1 +0.1	.0.1	€.0+	1.0-	+0.1	+0.1	+0.3	+0.3 -+0.7	-0.1 -0.3	-0.3	ŗ
PUPILS TESTED .	81	69	69 · 66 79	79	78	81	89	68 66 79	. 79	78	18	89	66	79	1 78

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
 denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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1-15

ADE LEVEL	ADING STANINES	NTAGE DISTRIBUTION	

				-			đ		•	
-	0	Ξ	15	15	16	07	10	15	11	
· ~	03	40	9	14	23	15	14	9	0	
w	1 03	90	10	16	17	19	9.0	21	40	
<u>.</u>	C 5	12	16	9	22	19	11	0	9	
, U	C4	0	. 09	16	24	. 20	13	80	03	
6.	0	6.0	25	1,6	19	13	96	93	05	
ATL CR#	4	7	12	17	¹ 20	17	12	7		
. '	-	2	w	4	5	٥	. 7	6 0	۰	٠
				STANINE	I NE					***

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		NOR	,	_	n O 3	× 70 G	0		
		NATE NORM GRP	6	J 1	4	w	. ~	-	
	1	. 4	C 3	10	0.5	0	10	•	ĸ
	2	7	07	0	ጀ	05	80	95	
	w	12	20	1,	12	7.0	05	=	
STANINE	•	17	16.	1,	20	20	12	21	1
NE I NE	ر ر	. 20	19	20	13	19	23	13	
	o	17	12	15	16	22	17	15	
ļ. -	4.	12	12	18	. 12	16	21	Ξ	
	œ	7	04	11	。)2	. 6	့ င	
	9 .	4	-06	04	06.	6	ď,	18	

_		* -	- 6	, 5° <u> </u>		<u>.</u>		\dashv	
	-	. *	04	10	90	0	2	0	
	2	7	09	9	60	0	ع,	0	
	w	12	13 g		14	40	10 (10	
STANINE		17	3	150	15	=	9	10	
I NE	ۍ	20	16	16	10	20	12	15	
	6	17	18	23	20.	14	2	18	
	7	12	06	10	16	25	24	16	
	39	7	05	03	9	7	13	16	
	φ	•	90	10	\$	14	9) 13	

GRP I MAT

0 At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. stanines progressively higher, levels of clude very low scores and, to the extent achievement. Stanines one and two infive. The lower three stanines denote denote "about average" levels of achieveconsistent fashion from one, grade to use essentially the same metric, or unit, progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 - \ the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that

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1973-74	1974-75		1
74	75	SCHOOL VEAR	 -
595	185	4	,
		AVERAGE DAILY.	
4.5	4.9	% A	.
7.9	5.8	S BLACK	STU
87.6		% HISPANIC OTHE AND	STUDENT TRENDS
87.6 14.3 94.4	89.3 .17.5	TRA	RENDS
2.46	93.9	TRANSIENCY RATES	
		A TTENDANCE	
1	-	ADMINISTRATORS	
23	22	INSTRUCTIONAL	
20	8.1	PERSONAL OTHER	
20 26.1	22.7	, JVE,	
0.0	0.3	BLACK	STAF
0.0 73.9 40.0	0.3 77.3	S HISPAVIC WHITE AND OTHER AND	STAFF TRENDS
40.0	42.8	CA 10	VDS
7.9	6.5	A A OF GREE A VG	
90	91	EXPERTENCHING	
N	762	OPETION	OR
N D	5	PETPETTAL	RGANIZATI TRENDS
	,	CO E A CONTRACTOR OF A CONTRAC	TIONAL
L			لـــا

•	NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED .	SCHOOL YEAR	GRADE	
	18	2.2	2.6	2.6	55	1974-75	ž.	
	1.8	NA:	2.4	1.9	. 70	197		ACH
	2.8	2.8	3.0	3.0	. 57	1974-75	. 2	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
	2 8	Z Þ	3.0 * 3.7	3.0	72	1973-74	s.	TRENDS
	3.8	3.9	3.8	. 3.6	70	1974.75	ω	GRADE EC
	3.8	A N.	. 3.8	3.7	82	1973-74		ÚIVALENT
	4 8	4.9	4.46	4.1	76	1974 75	٠,	SCORES 1
	4 8	N A	4.1	4-4	97	1973,74		
	5.8	5.9	6.4	5.6	94	1974-75	. on	
	5.8	, NA	6.2	5.6	90	1973-74		
. '	6.8	7.7	8.8	6.9	, 86	1974-75	6	
	.68	Z	7.8	6.7	. 80	1973.74		

SUBJECT	ด์			MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS .	•
GRADE . 2 . 3 4	5	ê,	2	ω	4	5	o <i>.</i>	2	ω	4	σı	6
DIFFERENCE -0.1 -0.3 +0.0 +0.2 +0.1 -0.2 -0.5 +0.0 +0.8 +0.	2.0+	+0-1	-0.2	-0. 5	.0.0	8.04	+0.5	-0-4	-0.4 -0.6 +0.3 +0.4 +0.0	+0.3	+0.4	+0.0
PUPILS TESTED, \$3 65 68 86	3 86	ìì	53 65 68 . 86	65	89	98	77	53	53 65	68	68 86	77

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PÉRCENTAGE CISTRIBUTION OF READING STANINES BY GRADE LEVEL

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	-	*	•	€3	CS	С	0.1	Po	
	2	7	03	05	06	10	05	٥	
	, y	12	80	16	23	13	0.	٥	
STANINE	. 4	17	21	.14	18	16	<u>.</u> 5	07	
VINE	J.	20	3C	23	23	36	24	16	
	6	17	20	21	12	13	, 24	- 14	
٠,	7	12	cs	16	12	90	13	22	
	80	7	C7	40	0	90	C5	14	
	9		C5	Õ3	Φ.	5,0	0	22	
		G N N			m o :	> 72 (ה		

NATE GRP

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES

		1	*-	G.	5	•	w	10	_
						<u>.</u>			_
	-	1	4	o,	o ;	0.3	03	03	0
	2		7	0	40	80	9	٥,	0
	w		12	0	19	12	4	11	9
STA			11.	2,3	10	35	17	16	12
STANINE	v		ź0	14	18	13	23	18	. 12
	o -		17	11	19	63	14	13	14
	7		12	29	13	80	13	. 13	19
	œ		7	05	65	83	03	63	10
•	, و			16	63	05	40	10	17
		L_	<u> </u>	<u> </u>		7			

2 2 12 STANINE 17 10 5 8 20 2 8 17 S 17 00 20 8 5 \$ 18 12 7 8 5 0 9 0

★ 0 — At least one pupil but less than 0.5% scoring in this stanine

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1973-74	1974		
3.74	197 4 -75	SCHOOL YEAR	
. 533	570		
` .5. A	6.7	AVERAGE DAILY	
		* BLACK	
9.8	8.5	8 4/0	STUE
84.3	84.8	* HISPANIC	STUDENT TRENDS
	1:	& WHITE AND	TREN
•	15.3	R	8
12,6 94.3	93.9	ATTEN ATTEN	
_	1	ATTEMOANCE PATE &	
23	32	ADMINISTRATORS INSTRUCTIONAL	
. 10	9	STAFFONAL	
10 21,7	21.8	PERSONNEL	
		BLACK	STAFF
78-3	3.2 75.0	8 W. SPANIC	FF TRENDS
0.0 78.3 19.2	25.8	(A 40)	NDS
8.1	7.8	A HICORES	Ü
/88	97'	APERIEN INC	
2 >	832	OPERANT OPERANT	ORG
NA	2	PENEALIN	TRENDS
	. 9	CONTRACTED PERPORES	DS DS
	1		

	•	AC	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE E	JUIVALENT	r s⇔res ¹	_			*	`\
GRADE	,	*	- ^ >	Page .					5		,	
ЗСНООL YEAR	1974-75	1973.74	1974-75	142.E261	1974.75	1974.75 71973.74	1974-75	1973.74	1974-75	1973.74	1974-75	1973.74
PUPILS TESTED	70	*85	. 55	, 56#	62	70*	70* • 77	78*	75	83*	. 87	34.4
READING MEDIAN	, 1.7	1.8*	3.1	3.1*	5.3	4.10	ş.,	5.0*	5.9	5.4.	6.6	6,2*
MATH COMPUTATION MEDIAN	2.2	2.4*	3.8	3.4*	4.3	3.9*	5.4	5.6*	5.5	6.0*	7.5	6.9
· MATH CONCEPTS MEDIAN 2	2.0	AN.	3.7	NA	4.5	NA	6.4	, NA	5.4	AN .	7.9	Z A
NATIONAL NORM	1.8	81,	2.8	2.8	38	3.8	48	4.8	5.8	8.5	6.8	8.3

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TOBLECT			, 10	READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE		2	သ	4	5	6	2	"ω	4	თ	6	2	ω	•	5	6
DIFFERENCE		-0-2	+0.6	+0:1	+0.1	-0.2 +0.6 +0.1 +0.1 -0.1 +0.4 -0.2 +0.1 -0.8 -0	+0+	-0.2	1.0+	8.0-	-0.2	1.0,	-0.3	-0-3	+0-1 -0-3 -0-3 -0-9 +0-3	+0.3
PUPILS TESTED 4	,	· •3	50	43 50 .63 59	59	75	,	50	43 50 63 59	59	75	, 43	50	63	59	75

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PERCENTAGE DISTRIBUTION CF READING STANINES BY GUADE LEVEL

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0 - At least one pupil but less than 0.5% scoring in this stanine.

stanines progressively higher, levels of middle three stanines - 4, 5, and 6; -. grade-level test into nine equal portions. Stanine scores are derived by dividing another as shown) in the charts above. achievement. Stanines one and two inprogressively lower, and the three higher five. The lower thres stanines denote denote consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit Stanine scores are converted scores that grade is at about the middle of stanine ment. 'Grade-level performance at each the range of skill encompassed by each clude very low scores and, to the extenfrom one grade to another. This constant "about average" levels of achiev

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974-75 396 5.0 4.3 90.7 17.5 93.7	SCHOOL YEAR AVERAGE DAILY WENDERSHIP & BLACK & HISPANIC & WHITE AND TRANSIENCY TRANSIENCY	STUDENT TRENDE
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MAIH CONCEPTS MEDIAN	2.2	MATH COMPUTATION 1 2.7 2.6 MEDIAN	READING MEDIAN 2.9 2.9	PUPILS TESTED 50 51	SCHOOL YEAR 1974-75 1973-74	GRADE ~ 1 A	АСН
2.8	4.7	3.4	3.9	48	1974-75	. , , 2	ACHIEVEMENT TRÉNDS: GRADE EQUIVALENT SCORES
2.8	P NA	3.2	3.3	58	1973-74	••	TRENDS:
3.8 . 3.8	***	4.5	8.5	60	7974-75	4	GRADE EC
3.8	NA	1	4.5	49	1973-74		UIVALENT
8.♠	,5.4	5.2	£*5	84	1974-75	. 4	SCORES 1
4.8	Z P	6.0	5.2	. 54	1973-74		
5.8	7.9	6.6	6.7	52	1974-75	• 51	
5.8	N A	6.0	6.2	77	1973-74	,	
6.8	8.4	8.5	7.6	79	1974-75	. 6	
6.8	N A	8.3	7.7	67	1973-74		

PUPILS TESTED 4. 40 50 37 44 69 40 50 37 44	DIFFERENCE	GRADE. 2 3 4 5 6	SUBJECT READING	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3
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69	+0.5	6		\

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An atterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION,
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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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consistent fashion from one, grade to grade-level test into Tine equal portions stanines progressively higher, levels of achievement. Stanines one and two indenote "about average" levels of achieve-Stanine scores are derived by dividing another as shown in the charts above Stanine scores are converted scores that five. The lower three stanines denote grade is at about the middle of stanine the range of skill encompasted by each unit enables scores to be organized in a use essentially the same metric, or unit clude very low scores and, to the extent progressively lower, and the three higher ment. Grade-level performance at each middle three stanines - 4, 5, and 6 from one grade to another. This constant

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	T	2	2 >	74	10 • 3	31.8	70.0	0.0	30.0	18	20		94.1	1.6	84-2	5.6	10.2	497	1973-74
_		_	738	89	.9.8	32.0	79.2	0.0	20.8	11	24	. 1	93.5	11.4	85.5	6.0	8.5	€03	1974-75
	PER PUPIL		OPENTION	UTI PLACHING		MA & WITH	1 100.	* BLACK * HISPANIC	STPERSONNEL * 8 BI	STAFFONAL	ADMINISTRATORS INSTRUCTIONAL	ATTENDANCE PATER ADMINIS	ANSIENCY ATTEND	TR	& HISPANIC & WHITE AND	* BLACK	MEMBERSHIP * BU	41.	SCHOOL YEAR
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c05°	6.8	5,8	5.8 ,	4.8	4.8	3.8	3.8	2.8	2.8	1.8	1.8	NATIONAL NORM
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8. 3.	7.5	6.8*	6.4	5.1*	4.6	4.2*	4.1	*6*E	. 3-4	2.3*	2.0	MATH COMPUTATION MEDIAN
6.7	6.8	6.4	6.3	4.9*	4.8	3.9*	3.7	3.2*	. 2-6	*6 T	2.0	READING MEDIAN
80*	105	84.	122	**6	59	53*	87	55*	. , 5%	47*.	63	PUPILS TESTED
1973-74	ļ <u>"</u>	-	├	1973-74	1974-75	1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR &
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SUBJECT,		•		READING				MATH	MATH COMPUTATION	ATION			м∧тн	MATH CONCEPTS	PTS	
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DIFFERENCE	٠.	· -0.2 -0.3 +0.2 +0.0 -0.3 +0.0 -0.4 -0.6 -0.1 -0	-0.3	+0.2	0.0	-0.3	+0 • 0	-0:4	-0.6	J. 1	-0.2	+0.2	-1.0	0-4	+0.2 -1.0 -0.4 -0.3 -0.6	-0.6
PUPUS TESTED 4		,45	9,	,45 76 53 106	106	89	46	73	46 73 52 106	106	88	46	73	52 7 106	106	88

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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1973-74	1974-75		
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5.8*	N A .	5.4	NA	4.2	NA .	3.4	AN	2.2	MATH CONCEPTS MEDIAN 2 , ,
,	5.1*	5.1	4.2*	4.3	3.4*	3.2	2.2*	. 2.4	MATH COMPUTATION:
6_5 5_7* 7_9	*0*5	8.4	*2*	4.4	***E	3.5	2.1*	2.1	READING MEDIAN
152 176# 175	*151	137	°*9£1	60 Ì	*91T	113	86*	96	PUPILS TESTED
1974-75 1973-74 1974-75 1973-74	1973-74	1974-75	1974-75 1973-74	1974-75	1.973-74	1974-75	1973.74	1974-75	SCHOOL YEAR
5	,	4		63	.∕~		•	•	GRADE
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BY. GRADE LEVEL

PERCENTAGE DISTRIBUTION OF READING STANINES
BY GRADE LEVEL

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* 0 — At least one pupil but less than 0.5% scoring in this stanine

STANINE

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stanines progressively higher, levels of progressively lower, and the three higher grade-level test into nine equal portions clude very low scores and, to the extent achievement. Stanines one and two intive. The lower three stanines denote grade is at about the middle of stanine the range of skill encompassed by eag Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to unit enables scores te be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that ment. Grade-level performance at each denote "about average" levels of achieve middle-three stanines – A, 5, and 6 – from one grade to another. This constant The

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1973-74 407 2.6	
	371 5.1 71.8
70-8 26-6 34-6	.8 23.1 25.
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PÜPILS TESTED	17	25*	25	31*	;	51*	65	¢0*	. 59	51*	56	64*
READING MEDIAN	2.4	2.2*	4.0	3.7*	3.8	***	3.5	3.8*	4.8	4.8*	, 5.7	6.8*
MATH COMPUTATION	2.7	2.4*	2.4*, 3.8	3.7*	3.7	3.9*	3.9* - 4.5	5.1*	6.9	5.3*	7.84	8.0*
MATH CONCEPTS MEDIAN 2	. 4.0	NA	7.4.7	NA	.3.9	Z´	4.2	Z >	5.8	NA	6. 8	Z
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	8.8	6.8
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PUPILS TESTED .	DIFFERENCE	GRADE	SUBJECT	
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.3	-0.5	ω	MATH	AINED N
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547	÷0.6	51	NOITA	197478
40	+1.2	6		٥
18	+0.8	2		
20	+0.8 =0.1 =0.2 +0.2 +0.4	ယ	HATH	
•	-0.2	•	MATH CONCEPTS	
	*0.2	5	STE	
_ <u>.</u>		O ₂		

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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	o ·	0	9	1	16	28	16	13	90	ហ	
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~ ► 20 (<u>.</u>	0	12	. 22	27 🧓 22	10	7	72	C	w	- ~ .
G 2	32	14	07	14	11,	14	07	0	0	ν.	•
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STANINE

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★ 0' — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. from one grade to another. This constant use essentially the same metric, or unit, another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a Stanine scores are converted scores that clude very low scores and, to the extent stanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achieve-Stanine scores are derived by dividing progressively lower, and the three higher five. The lower three stanines denote the range of skill encompassed by each ment. Grade-level performance at each middle three stanines -4, 5, and 6 -Stanines one and two in-

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12 21.1	0.0	0.0 78.9 52.4	0.3 78.9
7, 25.0	0.0	0.0 75.0 57.1	0.0 75.0
PERSONNEL	* BLACK	BLACK HISPANIC THERE WITHER WAS	* BLACK * HISPANIC * WHITE AND OTHER
	STAFF	STAFF TRENDS	STAFF TRENDS

			ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES.1	TRENDS:	GRADE E	UNALENT	SCORES 1			•	•	
	GRADE		•	8	a	ຜ		4.	•	. 5		6	
	SCHOOL YEAR	1974-75	,1973-7 4	1974-75	1973-74	1974-78 1973-74	1973-74	1974-75	1973-74	1974-75,	1973-74	1974-75	1973-74
	PUPILS TESTED	53	55#	\$	*9*	, 61	. 61*	49	71*	71	69*	78	69*
	READING MEDIAN	2.4	1.8*	3.5	3-7-104.4	1.14	÷-9*	6-9	6-1*	6.2	7.1*	8.6	8.9
·	MATH COMPUTATION	. 2.7	2.4*	3.7	3.9*	4.6	4-8*	4.8 / \$.7	5.7*	6.9	6.8*	8.5	9.0
	MATH CONCEPTS MEDIAN 2	2,7	NA	4.2	/ NA	4.5	N N	6.2	Z X	7.5	,×	8.4	N A
	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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PIFFERENCE IN EXPECTED AND ATTAINED MEANS - 19/4-/5 ATTAINED MEANS - 19	t N	o o	« · MATH	• 6 -0.3 +0.7	MATH CONCEPTS 3 4 5 -0.3 +0.7 +0.2
	N N	N N	N N	N N	2 +0.6 -

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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OF WATH COMPUTATION STANINES BY KRADE LEVEL PERCENTAGE DISTRIBUTION

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	9		18	67	0	80	22	24
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		NATE NORF GRP	Cr Cr	ົຫ	4	w	8	
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,	2	72	0	0	0	02	0	0
	w	. 12	05	90	0	, 10	40	0
STANINE		17	10	19	90	16	80	69
BNI	5	20	12	14	.09	28	83	65
	, 6	17	20	17	26	16.	20	24.
	7	. 12	12	19	30	12	30	25
	, o <u>a</u>	7	10	7	17	17	1.8	13
	9	*	30	9	11	0	12	24

0 - At least one popil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. use essentially the same metric, or unit, achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achieve another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a Stanine scores are converted scores that clude very low scores and, to the extent progressively lower, and the three highe ment. Grade-level performance at each middle three stantnes - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing five. The lower three stanines denote from one grade to another. This constant The

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shown to the right of the term "NATL NORM norm group scoring in each stanine is ative populations, and that the more expercent of the pupils tested in the norm four, five, and six include the middle 54 GRP" shown above. Note that stanines The percentage of pupils in the national

> pupils at or below any particular stasmaller percentages. The percentage of cents up to and including that stanine. nine may be computed by adding all pertreme stanines contain progressively three (4% + 7% + 12% = 23%) tive group scored at or below stanine For example, 23 percent of the norma-

at each grade level for the school, one at the higher stanines geneity of achievement levels at that. achievement average, most schools will grade. No matter what the school may develop a notion about the heterohave some pupils at the lower and some By inspecting the stanine distribution

	· .	`	
11973-74	1974-75		
7.	76	SCHOOL YEAR	
713	705	41	<i>'</i>
	31.3	MEMBERSHILY	
.6		* BLACK	
34.2	37.0	* H.	STUI
28.6 34.2 37.2 19.0	31,7	* HISPANIC.	UDENT
2 1		* WHITE AND	TREŃDS
9.0	18.8	TR.	SO
86.1	86.8	ATTEN ATTEN	
		ATTENDANCE RATE &	
3	3	ADMINISTRATORS	·
41	44	INSTRUCTIONAL STAFF	
25	18	STAFFONAL	,
	_	PERSONNEL	. •
21.9	20.4	VE	
9.8	15.9	* BLACK	STAFF
68.3	63.7	* WISPANIC	
36.4	34.6	& WATTE AND	TRENDS
	6	M.A. & WITH OR HEGRA	
6.8	6.3	OF AIGHER LEXING	
72	90	TA: PEARSON OF TARING WAS A STEAR OF THE A STEAR OF	
Z A	1129	CATION TO SATION	
Z >		PETPENTIN	ORGANIZA TREN
_	<u>. vo</u>	See See See See See Supply	NIZATIONAL RENDS
L_,			

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NATIONAL NORM .	MAIH CUNCER IS MEDIAN .		MATH COMPUTATION	READING MEDIAN	PUPILS TESTED .	SCHOOL YEAR	GRADE	
6.8		,	,			1974-75	6	ACHIEVE
6.8	2	:		¥,		1973-74		MENT TREN
50%	10.0	18 0	0.26	28.0	190	1974-75	7	ACHIEVEMENT TRENDS: PERCENTILE SCORES
7.8	5 2		30.0 32.0	. 24.0	. 213	1973-74		ENTILE SCO
50%	0.03	26-0	32.0	30.0	179	1974.75	8	RES 1
8.8	SON N	5	3C.0	36.0	179	1973-74		
50%	2		40.0	42.0	148	1974.75	9	
8.6	5 P	5	32.0	40.0	.195	1973-74		
1				•	. •			

										,		
2 >	160	146		125	146 160	146		125	146 160 125	/ 146		PUPILS TESTED 4
N A	-9.2 .+0.0 B	- 5.2	•	+3.8	=3.7 +2.5 · +3.	-3.7	١.	+4.7	-5.9 +3.0 +4.7	-5-9	,	DIFFERENCE
φ	æ	7	თ	9	. 8	7	6	9	æ	7	9,	GRADE
	NCEPTS	MATH CONCEPTS		*	MATH COMPUTATION	MATH COM	(DING	READING	•	SUBJĘCT
				53	1974-7	NED MEAN	AND ATTA	XPECTED ,	DIFFRENCE IN EXPECTED AND ATTAINED MEAN - 1974-75 3	DIFF		

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents, scores for higher grades are percentiles.

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	BY GRADE LEVEL	z	PERCENTAGE DIS
7	LEVEL	G STAVINES	E DISTRIBUTION

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> ∞		95	90	39	-7	15	. 81	12	9	13	9
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		03	02	01,	10	18	19	21	70	1.	7
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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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	•	NATL NORH GRP	12	11	10	ُو	8	7	
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OF MATH CONCEPTS STANINES

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		NATL NORM GRP	12	14	10	9	8	7
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		12	•	1	į.	0	08	2
				1	1	0	E 0	20
4 %				1	•		02	03
•			┸.		_ ;			

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$\star~0~-~$ At least one pupil but less than 0.5% scoring in this stanine

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٦	<u>"</u>	<u>'</u>	
1973-74	1974-75	- Co.	
	-5	SCHOOL YEAR	
1168	1118	4.0	
	18	AVERAGE DAILY	
15	21	MBERSHILL	•
15.9	21.5	* **	
		* BLACK	
7.8	7.2		STU
7,	7.	* HISPANIC	UDENT TRENDS
76.3	71.3	& WHITE AND	
-	_	OTHERAND	REV
16.8	19.1	TRANS	S
		TRANSIENCY RATE &	
89.7	90-5	ATTE	
		ATTENDANCE	3.
		ADM	
٠-		AOMINISTRATORS	
51	59	INSTRUCTIONAL STAFF	
	_	STAFION	
w	26	The WAL	
		PERSONAL	
31 25.5	23.7		
5	1	* BLACK	
3.	5.		झ
9	0	* HISPANIC	STAFF
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	ACHIEVE	MENT TRE	VDS: PERC	ACHIEVEMENT TRENDS: PERCENTILE SCORES	DRES 1		•	
GRADE	6	3,		7	3,	3	9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74 2 1974-75	1974-75	1973-74
PUPILS TESTED		f	288	259*	281	293#	289	305*
READING MEDIAN			26.0	7.6*	42.0	. e.3 *	50.0	9,3*
MATH COMPUTATION MEDIAN		•	30.0	7.0*	> 0*8€	7.0* 38.0 7.2*	42.0	8.4*
MATH CONCEPTS MEDIAN 2	-	NA	32.0	N.	40.0	2 >	× >	N A
MATIONAL NORM	6.8.	8.8	, 2 ,049	50% 7.8	50%	50% · 8.8	50%	8.6 %03

	-	MEDIAN 2	TION	Ź		•	
	6.8.					1974-75	
	8.8	Z >	•	•		1973-74	,
0	, sols	32.0	0.08	26.0	288	1974-75 1973-74	7
	50% 7.8	N.A.	*0.7	7.6*	259#	1973-74	7
	80%	40.0	38.0 ℃	42.0	281	1974-75 1973-74 1974-75 1973-74	æ
	878 • 808	NA	38.0 7.2*	e-3 7	293*	1973-74	
	\$0%	NA	42.0	50.0	289	1974.75	9
	8.6 8.08	NA	8.4*	9,3*	305*	1973-74	
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		•			12	22	

•		. DIFF	RENĈE IN E	XPECTED /	AND ATTAI	NED MEÁN	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	. "	-		:	
SUBJECT	`	READING	ONIC			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	,
GRADE	6	7	8	9 .	6	7	8	9.	. 6	7	8	9
DIFFERENCE	•	-1.6	-1.6 -0.2 -0.6	-0.6		-3.4	-3.4 -0.6 -0	*0.8		-1.5	+1.1	2
PUPILS TESTED 4		256	256 -249 253	253		, 256	256 247	253		254	248	2

- In 1973-7 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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- expected is computed only for pupils tested in 1973-74 and 1974-75. The number of pupils included in the difference score will typically be less than the number tested in 1974.75. The difference (actual minus



PERCENTAGE DISTRIBUTION
OF READING STAYINES

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-	4	1	1	- 1	02	02	,70	
2	7	ł	ĺ	1	9	12	14	
w	12	1	l	N	17	12	21	
*	17	1	1	1	1	22	17	
ن	20	1	ŀ	1	24	8.	. 19	
Φ.	17	ŀ	!	l	16	· A	1.5	
7	.12	1	ł	. 1	15	9	20	
œ	7	1	ł	•	04	07	. Ó2	ļ .
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	e '''	-					1	

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GRADE	MATH	ERCENT AGE
LEVEL	MATH COMPUTATION STANINES	GE DIS
	TAT ION	DISTRIBUTION
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BY GRADE LEVEL

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9 03 PERCENTAGÉ DISTRIBUTION

		$\Omega \times \Sigma$		Ť	U ()	> 70 (ר	
		NORH GRP	12	11	10	9	·	7
	1	. 4	1	1	1	10	96	80
	2	7	1	ł	1	9	14	18
	w,	12	1	1	1	13	15	14
STANINE	*	17	1	1	ı	25	16	20
I NE	ر د	20	1.	. 1	1	18	14	16
	6	17	. 1	1	ł	15	16	13
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50.3E	. 9	*	1	1	ł	04	\$	02

GRP NATL Ψ, 12 * 17 20 16

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At least one pupil but less than 0.5% scoring in this stanine.

stanines progressively higher, levels of denote "about average" levels of achieve grade-level test into nine equal portions. The another as shown in the charts above. clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing consistent fashion from one, grade to five. The lower three stanines denote grade is at about the middle of stanine Stanine scores are converted scores that the range of skill encompassed by each unit enables scores to be organized in a Rom one grade to another. This constant nent. Grade-level performance at each use essentially the same metric, or unit,

> eight and nine indicate very high levels answering almost all questions correctly expected by marking answers without readtest; that is, in about the score range answer only at about chance level of the of skill. Pupils scoring in stanific one relatively strong skill deficits: Stanines that the test scores are valid, indicat ing the questions. Stanine nine scores indicate near perfect performance; that is,

ative populations, and that the more expercent of the pupils tested in the norm shown to the right of the term 'NATL NORM GRP" shown above. Note that stanines norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the nationa

> tive group scored at or below stanine cents up to and including that stanine nine may be computed by adding all per pupils at or below any particular sta three (4% + 7% + 12% = 23%)smaller percentages. The percentage of For example, 23 percent of the norma treme stanines contain progressively

grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one at the higher stanines. achievement average, most schools will may develop a notion about the hetero By inspecting the staning distribution have some pupils at the lower and some

1973-74	1974-75	Je !	· ·
74	.75	SCHOOL YEAR	
_		YEAR	
1548	1559	41.	
-	9	MEMPGED	
10.8	7	AVERAGE DAILY MEMBERSHIP	İ
8	7.3	*	١.
1.4	4.1	8 BLACK	١
۵.6		8	इ
- 00		* HISPANIC	E
85.6	9.38	8 W. "V/C	TUDENT
	-	% WHITE AND	표
15.6	17.7	- 'CO 'W)	TRENDS
		PANSI	Ñ
90.8	90.9	TRANSIENCY RATE &	*
3 8	9	ATTEN	
		ATTENDANCE RATE &	}
		ADM. SE	İ
-	4	"INIST	
_	,	ADMINISTRATORS INSTRUCTIONAL STAFFONAL	
66	67	STRUCT	
		AFFONA!	
34	23	0.00	
	23 19.4	PERSONNEL	
21.2	9.,	· AV.	:
-		& BLACK	
1.5		CA)	ST
	4	* 4/sn	STAFF :
77	79	* HISPANIC	=
77.3	2	W	TŔENDS
	1.4 79.2 37.5	OTHER AND	DS
28.6	7.5	11.8	•
		MA WITH OR DEGRA	
8.2	8.7	~ '10' '16'	
2	7	A VG YEARS EXPERIENCE	
-	-	RIENCHING	
20	21	UT & PI	
NA		UTILIZATION OPERA	
>	783	OPER ON	. <u></u>
		OPERATION EXPENSING PER PUSES CONVINCE	ORGA T
N N		CONTO	
	4	PERENCTE	RENDS
		CONTRACTED CONTRACTED PER PUPIL	SONAL
			2

	ACHIEVE	MENT TREI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	ENTILE SCO	RES 1			****
GRADE	6		_		.8		9	9 '
SCHOOL YEAR	1974-75	1973-74	1974-75	1973/14	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			664	¢73	711	763		
READING MEDIAN		•	54.0	56.ºQ^	58.0	58.0		
MATH COMPUTATION MEDIAN			56.0'	58.0	62.0	56.C		
MATH CONCEPTS MEDIAN 2	P	NA	58.0	NA	56.0	N A	N	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

N A	607	558	*	₽	609	558			557 606	557		PUPILS TESTED 4
Z ▶	+0.5 . +2.8	+0.5		,	+0.4 +2.0	+C.4			+0.4 +1.0	+0.4	*	DIFFERENCE
9	8	7	6	9	8	7	ō	9	8	7	6	GRADE
,	NCEPTS	MATH CONCEPT		۵	PUTATION	MATH COMPUTATION			DING	READING		SUBJECT
		el Mita i y		3	S - 1974-75	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATTA	XPECTED	RENCE IN E	DIFF		

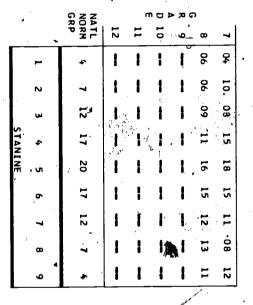
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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

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455	SATE GRAM	٠.٠	. 7	12	17	20		17	17 12	17 12 - 7
		1	2	,3	4	S.		σ		
		•			STAVIVE	H.				

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL



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PERCENTAGE DISTRIBUTION . JF MATH CONCEPTS STANINES BY GRADE LEVEL OB 13 14 18 17 15 06 08 OB 09 17 17 17 12 10 09

) — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into gine equal portions. stanines progressively higher, levels of another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three highe grade is at about the middle of stanine denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant five. The lower three stanines denote, ment. Grade-level performance at each The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

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		•	
1973-74	1974-75	SCHOOL YEAR	
1239	1223	4, "	
	13.1	MEMBERSHIP &	٠.
15.0 15.0	17.1	* BLACK	STU
70.0	69.8	* HISPANIC * WHITE AND	STUDENT TRENDS
23.2	19.6	TRA	RENDS
88.4	88.7	ATTENDANCE ATTENDANCE	٠
4	. 3	ADMINICE &	,
54	55.	AOMINISTRATORS INSTRUCTIONAL	·
بهو	18	PERSON!	
22.2	21.8	PERSONNEL * BLACK	-
1. 9	3.6	* HISPANIC	STAFF
75.9	74.6 41.0	W.	F TRENDS
40.0	41.0	MA WITH	S
12.1	11.9	ALIGHEE	1
98	95	EXPERIENCE UTIL	-
NA A	·854	UTILIZATION OPERATING EXPENSES FOR SUB	ORGAN
N >	=	EXPATING PER PUPIL EXPENSES CONTRACTED PER PUPIL PER PUPIL	SANIZATIONAL TRENDS
			۲

	ACHIEVE	MENT TREN	NDS: PERC	ACHIEVEMENT TRENDS: PERCENTILE SCORES)RES 1			
GRADE .	9		2	,	8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74 1974-75	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	o	٠	352	333*	333* 336	346*	319	348*
READING MEDIAN			62.0	8.1*	8.1* 58.0	10.0*	68.0	11.7*
MATH COMPUTATION MEDIAN			62-0	8.9*	8.9* . 58.0	***6	76.0	10.9*
MATH CONCEPTS MEDIAN 2		ΝA	62.0	N.	52.0	z	2	NA
NATIONAL NORM	6.8	8,6	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8
				•				

		DIFF	RENCE IN E	XPECTED /	AND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	IS — 1974-75	3				
SUBJECT		READING	OING			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	
GRADE	6	7	8	9	6	7	00	9	6	7	8	9
DIFFERENCE		-0.7	-0.7 +2.0 +0.7	+0.7		-3.6	=3.6 +1.5 +6.9	+6.9		-2-6	-1.6	Z A
PUPILS TESTED 4	,	286	286 271 251	251	,	286	272 251	251		286	270	Z >

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PERCENTAGE DISTRIBUTION OF READING STAVIVES BY GRADE LEVEL

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		NAT L NORM GRP	12	11	10	9	œ	. 7
	1	4	1	1	1	10	03	22
	2	7	1	1,	1	03	06	40
	ω	12	٠,	ł	1	80	Ů8	80
STAN INF	*	17	1	ľ	ľ	12	14	14
Z	5	20	1	1,	1	18	20	22
	6	17	1	. 1		22	20	26
	7	12	ł	I,	i	17	15	13
	8	. 7	ł	:	. 1	9	07	40
	9	4	1	ł	1	· I	07	96

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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	1	ŕ	1.	%	1	2	\$	23	
	2	7	1	1	:	40	90	06	
	w .	12	1	ł	6	80	07	07	
STANINE	4	17	1	ı	ł	10	16	15	
I NE	5	20	1	1	ł	13	17	19	
	6	17	1	1	1	19	15	5	
	7	12	1	ŧ	1	15	10	9	
	8	7	ł	1	1	23	14	9	
	•	*	1	1	1	8	Ξ	16	

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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	2	7	1.	ł		0	07	07
	w	12	1	ļ	1	0	09	11
SIA	٠	17	1	ı	`.	0	15	10
STANINE	Vi	20	. !	!	14.	٥,	20	17
ľ	J,) 17		•	: •		13	1 17
1	•				•	1	ω,	
ı	7	12		1,		0	_	15 1
	•	7		ł	1	0	80	1.
	9	•	11	l	ı	.0	12	07

★ 0 — At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of five. The lower three stanines denote grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve another as shown in the charts above. consistent fashion from one, grade to ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines -4, 5, and 6 trom one grade to another. This constant

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

_	. 1		
1973-74	1974-75	SCHOOL YEAR	1.
1582	1527	AL	
11.0	13'-4	MEMBERSHIP Y	
5.4	6.1	* BLACK	डार
83.6	80.5	* WHITE AND	STUDENT .
12.7	11.0	TRA	TRENDS
91.1	89.	TRANSIENCY RATE &	
,	7	ATTENDANCE ADM	
4 66	4 71	AOMINISTRATORS INSTRUCTIONAL	_
. ,	-	STATION	
26	15	PERSONA TO	
24.3	-22.5		
3.0	9.8	* BLACK	STAFF
1.51	67.77	* HISPANIC * WHITE AND	F TRENDS
45.2	46.4	" M. 8 W.	SG
9.5	9.5	OR MIGHER FLAVG: YE	ρ
116	119	A VIGHER FLATER PLATER	
2 >	791	OPERATION	ORG
2	1	EXPENSES CONTRACTED EXPENSES EXPENSES EXPENSES	GANIZATION TRENDS
•		ER PURES	TIONAL

	ACHIEVE	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	ENTILE SCO)RES 1			
GRADE	. 6	,		,	8)	9	•
SCHOOL YEAR	1974-75	1973-74	197,4-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			434	492	467	455	471	451
READING MEDIAN			34.0	46.0	42.0	48.0	. 44.0	50.0
MATH COMPUTATION MEDIAN		1	38.0	50.0	44.0	50.0	44-0	50.0
MATH CONCEPTS MEDIAN 2		NA.	32.0	NA	36.0	NA	N >	NA
NATIONAL NORM	8.8	8.3	50%-	50% 7.8	50%	8.8 \$05	50%	8.e %05

371 407 400 370 407 400 370	-1.6 -4.3 -3.1 -5.6	7 8 9 6 7 8 9 6 7	READING MATH COMPUTATION MATH CONCEPTS	DIFFRENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 3
370	-5-6	7	MATH C	
407 N	-3.6 NA	.88	ONCEPTS	

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ΑY	구	P
GRADE LE	OF READING	CENTAGE
٧٤٢· .	ING STAVINES	OISTRIBUTION

		NOR RP		n	0 P	- D C)	•	
	•	NAT L NORM GRP	12	11	10	9	8	7	
	-	. 4	ł	1	i	32	0.4	07	
	`~	7	1	ł	ŧ	10	9	Ξ	ĺ
	w ·	12	1	1	٥	16	15	18	ŧ
CTAVIVE	. 4	17	*1	ı	ł	17	19	18	
2	vs.	· 20	1		1	12,	21	20	
	6	,**	٠:1	ŀ	ŧ	18	16	13	
	7	íz	1	ţ	}	9	07	80	
	8	7	1	ł	ţ	94	05	03	į
	9	4	ł	1	1	Q.	03,	2	
		_ •			•				

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

		NOR P		r	n 0 3	> ∞ 0	ה	
		NATL NORM GRP	12	11	10.	٠٠	œ	7
		•	1	1	1	8	03	90
	2	/~	1	ł	1	90	14	16
	w	12		ł	1	16	12	12
STAN	•	17	1	1	1	·22	17	18
TANINE	5	20	1	1	ļ	18	21	17
	6	17	1	1	1.	. 17	13,	13
	7	12	, 1	ı	,	80	13 , 07	05
	_∞ ,	7	1	1	1	0	80	90
į	9	*	1	1	1	03	05	05

0 - At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. progressively lower, and the three higher denote "about average" levels of achiev another as shown in the charts above use essentially the same metric, or unit Stainme scores are converted scores that achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6,the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant clude very low scores and, to the extent five. The lower three stanines denote The

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES 8 Y GRADE LEVEL

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STANINE	· •	17	1	ł	ł	0	22	19
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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1	2	*	. 99	8.7	\$1.0	1.7 73.7	1.7	24.6	30	57	*	88.0	18.0	78.7	,7.5	13.8	1259	1973-74	
ikod -	1	851	100	8.8	40.9	71.6	₹.€	25.3	18	63	3	88.3	18.4	75.6	9.6	14.8	1273	1974-75	<u> </u>
TEN FUSES ED	TER ASPINO SONTRASES ONTRASES AFRICAS	UTILIZATION EXPENSES CONJUNIC	ANGINER PLANS OF THE PROPERTY	OR HIGHER FLAT TO VE	11.84	* HISPANIC * WHITE AND	* BLACK	PERSONNEL * P	DOT.	ADMINISTRATORS INSTRUCTIONAL STAFF	ADMINICE &	ATTENDANCE	TRA	* HISPANIC * WHITE AND	* BLACK	MEMBERSHIP &	Aux	SCHOOL YEAR	<u> </u>
TIONAL	GANIZATIO TRENDS	_ ORG		ľ	SQ	F TRENDS	STAFF	*	· 			,	TRENDS	I .	STUDENT				

•	ACHIEVE	MENT TREA	NDS: PERC	ACHIEVEMENT TRENDS: PERCENTILE SCORES)RES 1			
GRADE	6	,		٤,	8	,	, 9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED		a	360 ¶	4 335#	358	368≉	E6 E	*18E
READING MEDIAN			0-85	7.6*	48,0	*6*5	52.0	10.5*
MATH COMPUTATION MEDIAN			50.0	7.2*	, '40.0	8.0*	54.0	9.9*
MATH CONCEPTS MEDIAN 2	<u> </u>	NA	44.0	· NA	40.0	Z.	2	NA
NATIONAL NORM	6.8	6.8	\$0%	50% 7.8	50%	8.8 50%	50%	876 X .05
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	.0	\	Jaià	RENCE IN E	XPECTED /	ATTA DNA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS 1974-75 3	is — 197 4 7!	53				
SUBJECT	•		REA	READING	•	•	MATH COMPUTATION	PUTATION	٠	•	MATH CONCEPTS	NCEPTS	
BRADE		6	7	8	9 •	6	7	80	9	6	7	8	(4
DIFFERENCE			+0"-5	+0.5 -0.1 -0.9	-0-9	•	Z-0-	-0.2 +2.0 +1.2	+1.2		+1-8	+2.9	2
UPILS TESTED 4			(217	277 284	292		277	277 284 291	291	·	277	284	×
										-	-		

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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from 2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- The number of pupils included in the difference score will typically be less than the number tested in 192475. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANIVES
OF GRADE LEVEL

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PERCENTAGE DISTRIBUTION .

JF HA JH CONCEPTS STANINES

BY GRADE LEVEL

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11 2 3 4 5 6 7 4 9

STANINE

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★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to clude very low scores and, to the extent achievement. Stanines one and two in stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine ment. Gräde-level performance at each denote "about average" levels of achieve the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit Stanine scores are converted scores that five. The lower three stanines denote middle three stanines - 4, 5, and 6 -

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SCHOOL YEAR - 1974-75

SCHOOL: WIAMI BEACH ST

## 20.9 56.3 44.3 37.9 112 43 16.1 3.6 80.3 53.4 9.7 133 NA NA	1973-74 2311	1974-75 2254	SCHOOL YEAR AVERAGE DAILY MEMBERSHIP	•
TUDENT TRENDS. STAFF TRENDS ORS ORS ORS ORS ORS ORS ORS O	_	22.8	& BI	
RENDS. STAFF TRENDS STAFF TRENDS OR AND CY REAR SIENCE OR SIENCE OR	18.9	20.9	* HICK	STUD
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STAFF TRENDS ST		40.1	TRUTT	ENDS,
STAFF TRENDS STAFF TRENDS OMNING TRAFT TO RS A 1113 36 14.1 4.4 81.5 58.8 10.6 135 968 TO MINING TRAFT TO RS A 1112 43 16.1 3.6 80.3 53.4 9.7 133 NA	37.9	86.8	ATTENON	
STAFF TRENDS ST	J		ADMINIST ANCE	
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STAFF TRENDS ST	43	36	PERTHE	
## TRENDS AND AND AND AND AND AND AND	16.1	14.1	· ····································	
TRENDS TRENDS	3.6	4.4	* Hisp	STAFF
3.4 9.7 133 NA	80.3	81.5	1 <i>Nu</i> . 🔪 1	TREN
### ### ### ### ### #### #############	53.4	58.8	A AU	S
S OPERATION CONTRACTOR	9.7	10.6	ANO YES	
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	ACHIEVI	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	CENTILE S	CORES'			
GRADE)	1	O .	1		12	2
SCHOOL YEAR	1974-75	1973-74	1973-74 1974-75	1973-24	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74
PUPILS TESTED /			665	673。	527	569	158	164
READING MEDIAN		•	48.3	54.3.	48.0	58.0	64.0	56.0
MATHEMATICS MEDIAN			49.0	58.0	52.3	66.0	80.0	62.0
NATIONAL NORM	50%	8.6 %05	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8
	•							

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			DIFFE	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	EXPECTED	AND ATT	VINED MEA	NS - 197	4-75 2		
	SUBJECT	•	2		READING	DING			MATHEMATICS	ATICS	
•	GRADE	•		9	10	11	12	9	70	=	12
	DIFFERENCE			•	+ 0.1	+0.1 +0.1 +2.6	+2.6		- +0.6	* +0.6 +0.9 +0.8	+0.8
	PUPILS TESTED 3	u	,		491	491 423, 124	124		491	491 423	124

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 denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in
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PERCENTAGE DISTRIBUTION.
DE READING STAVINES
BY GRADE LEVEL

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	9	, * '	12	05	05	1	1	1
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GRADE	HATH	PERCENTAGE
LEVEL	MATH COMPUTATION	GE DISTRIBUTION
	STANINES	TION

		NATE NORM GRP			n 0 2	20 C	5	
		* 2 7	12	<u>-</u>	0	9	00	7
	1	*	8	\$	2	l	ł	1
	2	7	07	07	11	1	1	1
	w	12	08	1	1.	ł	Ì	1
STANINE	•	17	09	1.4	17.	i	1	1
NE	5	20	=	15	18	1	ı	1
	σ	17	D9	14	12	ł	1,	1
l	7	12	25	17	99	1	I	1
	8	7	16	07	12	1	1	1
L	9	4	5 ,	07	96	1	ı	1

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		NATL VORM GRP	12	11	10	ُو	∞	7
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	u u	12	0	0	0	ţ	1	1
STANINE		17	0	0	0	ł	ŀ	:
Į NĘ	5	20	0	0	0	į	1	1
l	6	17	0	0	0	ł	i	1
	7	12	0	0	٥	ł	1	1
	œ	7	0	0	٥	1	1	1
	9	•	0	0	0	1	1	1

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\star 0 - At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of grade-level test into nine equal portions. another as shown in the charts above achievement. Stanines one and two inprogressively lower, and the three higher Stanine scores are derived by dividing consistent fashion from one, grade to use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote grade is at about the middle of stanine denote "about average" levels of achievethe range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant clude very low scores and, to the extent ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -The

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CONTRACTOR PURES	UTILIZATIONE CONTINUES	ANGHER ANGHER EXPERIENCE UTIL	MA OEGRER FLA TE EXOTE	CA.	* HISPANIC * WHITE AN	* BLACK	PERSONNER 8 P.	PA OT	OMINISTRATION STAFF	RATE &	TRANSFING RATE & ATTENDANG RATE &		& HISPANIC & WHITE AN	* BLACK	MEMAGE DA	SCHOOL YEAR
60		VS NG	,	<i>'</i> o'		_	<u>'</u>	AL	ORS	CE.	·>	6		\	L'X	\
TRENDS	TRE			5	FIRENDS	STAFF			,			ENDS	STUDENT TRENDS	STUL		

	ACHIEVI	EMENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES'	CENTILE S	CORES'			
GRADE	3)	ı	Q	1		1:	2
SCHOOL YEAR .	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED.		•	670	603	542	574	449	473
READING MEDIAN		1	46.0	46:0	44.3	44.0	52.0	52.0
MATHEMATICS MEDIAN			£*55	52.3	54.0	54.0	56.0	60.0
NATIONAL NORM	50%	876 % 05	¥05	· 50% 10.8	50%	50% 11.8	50%	50% 12.8
*							,	

	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	EXPECTED	AND ATT	NED ME	NS - 1974	L75 ²		
SUBJECT		REA	READING			MATHEMATICS	AATICS	
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		-1-3	-1.3 -0.2 +0.5	+0.5		+0.1	+0.1 +1.5 +0.9	+0.9
PUPILS TESTED 3		549	684	999		547	483	400

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 denotes the schools taking the "Old" test in 1973-74. Scores on the "Dld" test are in grade equivalent units; on the "New" test scores are in
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PERCENTAGE DISTRIBUTION
OF READING STAVINES GRADE LEVEL

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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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	•	NORM GRP	12	11	10	9	us.	7
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STANINE	4	17	17	21	20	ŧ	1	Ì
JINE.	5	20	17	18	20	ŧ.	1	1
	6	17	18	22	17	i	1	1
İ	7	12	14	11	10	1	1.	ı
,	39	7	06	40	9	i	1	1
	9	* \	11	80	9	1.	١,	

BY GRADE LEVEL

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		NATE VORM GRP	12	11	10	٥	30	7
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	w	12	0	0	0	!	:	:
	STANINE	17	0	0	0	į	:	:
٠	3v1	20	0	٥	0	1	1	1
	٥	17	0	. 0	0	1	1	1
	7	12	0	0	۰,0	1	1	1
	3	7	٥	0	0	ł	ł	1
	•		0	0	0	1	1	ı

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— At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine middle three stanines - 4, 5, and 6 - denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to five. The lower three stanines denote the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that Grade-level-performance at each

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shown to the right of the term "NATL NORM ative populations, and that the more expercent of the pupils tested in the norm GRP" shown above. Note that stanines norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the nationa

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at each grade level for the school, one grade. No matter what the school geneity of achievement levels at that at the higher stanines have some pupils at the lower and some achievement average, most schools will may develop a notion about the hetero-By inspecting the stanine distribution

			•
1973-74	1974-75	SCHOOL	
2344	9552	110	
12.4	11.3	MEMBERSHIP Y	
6.5	8,6	* BLACK	STU
81.1	ÿ). 4	* HISPANIC * WHITE AND	UDENT TI
19.6	20.3	'Ra.	TRENDS
39.2	36.7	ATENDANCE RATE &	
J	5	ADMINIO ADMINIO	
123	125	ADMINISTRATORS INSTRUCTIONAL	
34	35	PERSON!	
15.0	12.3	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
2.5	2.4	* BLACK * HISPANIC	STAFF
82.5	85.6		F TRENDS
47.7	48.7	M. 8 W.)S
10.7	11.3	OR HIGHER LANG YEAR	
92	16	Series Se	
×	1043	OPERATION EXPENTING	ORC
2	10	OPERATING CONTRACTED SERVICE S	TRENDS
		PUPES	SONAL

ACHIEVEMENT TRENDS: PERCENTILE SCORES' 9 10 11 12 1984-75 1973-74 1974-75 1973-74 1974-75 1 1984-75 1973-74 1974-75 1973-74 1974-75 1 689 757* 600 702* 362 V 1 50.0 9.5* 50.0 11.4* 56.0 1 EDIAN 50% 50% 50% 50% 50% 50%	12.8	663	11.8	2	10.8	9	9,8	200	NATIONAL NORM
ACHIEVEMENT TRENDS: PERCENTILE SCORES' 9 10 11 12 1974-75 1973-74 1974-75 1973-74 1974-75 19	50%	508	50%	n 0	20%	n of	50%	908	
ACHIEVEMENT TRENDS: PERCENTILE SCORES' 9 10 11 12 1984-75 1973-74 1974-75 1973-74 1974-75 19 1984-75 1973-74 1974-75 1973-74 1974-75 19 689 757* 600 702* 362 50.0 10.7* 50.0 1	12.9*	56.0	11.4*	50.0	9.5*	50.0			MATHEMATICS MEDIAN
ACHIEVEMENT TRENDS: PERCENTILE SCORES' 9 10 11 12 19%4-75 1973-74 1974-75 1973-74 1974-75 19 689 757* 600 702* 362	13.3*	50.0	11.2*		19.7*	50.0	•		READING MEDIAN
ACHIEVEMENT TRENDS: PERCENTILE SCORES ¹ 9 10 11 1 YEAR 1984-75 1973-74 1974-75 1973-74 1974-75	516*	362	702=	600	757*	689			PUPILS TESTED
ACHIEVEMENT TRENDS: PERCENTILE SCORES'	1979.74	1974-75	1973-7		1973-74	1974-75	1973-74	1984-75	SCHOOL YEAR
ACHIEVEMENT TRENDS: PERCENTILE SCORES'		15		-	0	1			GRADE
				CORES'	CENTILE S	NDS: PER	EMENT TRE	ACHIEV	

DIFFE	RENCE IN	DIFFERENCE IN EXPECTED AND ATTAINED NEANS - 1974-75 2	AND ATT	AINED NE	ANS - 197	475 ²		
SUBJECT		REA	READING	*		MATHEMATICS	AATICS	
GRADE	9	10	11	12	9	10	11 4	12
DIFFERENCE		-1.1	9•0+	+0.6 / -1.5		-0.3	-0.3 +1.1 -0.5	-0.5
PUPILS TESTED 3		541	505	316		540	505	315

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. Alkschools received the "New" test in 1974-75...An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
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PERCENTAGE DISTRIBUTION
OF READING STAVINES

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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION DE MATH GONCEPTS STANINES

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		NATI GRP		٠.	n 😊 🛭	> 70 (
		NATE NORM GRP	12	=	10	9	œ	7
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\star 0 — At least one pupil but less than 0.5% scoring in this stanine

ach jevement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. Stanine scores are converted scores that clude very low scores and, to the extent consistent fashion from one, grade to progressively lower, and the three higher grade is at about the middle of stanine Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a use essentially the same metric, or unit, denote "about average" levels of achievethe range of skill encompassed by each from one grade to another. This constant ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -The lower three stanines denote 귦

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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	ACHIEVI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NDS: PER	CENTILE S	CORES ¹			
GRADE	3	•	1	0	, 1 1	1	ĸ	12
SCHOOL YEAR	1974-75	1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	723	649*	783	727*	702	643*	Ž71	193*
READING MEDIAN	60.0	10.4* 58.0	58.0	12.3* 56.3		13.8*	46.0	14.2*
MATHEMATICS MEDIAN	62.3	*6*6	0*85	12.6* 64.3	64.3	13.4*	56.0	13.8*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8
						•		,

DIFF	DIFFERENCE IN EXPECTED AND ATTAINED MEANS- 1974-752	EXPECTED	AND ATTA	VINED MEA	NS 1974	-75 ²	-	
SUBJECT		READING	DING			MATHEMATICS	MATICS	
GRADE	9	10	11 12	12	9	9 10	==	12
DIFFERENCE	+1.8	+,0,4	+1.8 +0.4 -0.1 -1.3 +0.4 +1.2 -0.4 +0.2	-1. 3	+0.4	+1.2	-0.4	+0.2
PUPILS TESTED 3	587	584	587 584 573 237	207	586	1 1	584 572	207

- In 1973-74 one-half the schools were administered the "Old" Stanford tegt. All schools received the "New" test in 1974-75. An asterisk (*)
 denotes the schools taking the "Old" test in 1973-74. Scores on the "Dld" test are in grade equivalent units; on the "New" test scores are in
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PERCENTAGE DISTRIBUTION OF READING STAVINES BY GRADE LEVEL

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		NAT L NORM GRP	12	11	10	9	άο	7
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PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY-GRADE LEVEL

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• • •	2	90	9	15	20	21	12	12	05
10	10	05	13	14	22	18	14	07	07
=	10	04	40	16	19	20	16	80	80
12	10	09	80	14	20	20	14	08	08
NATL VORM SRP	. 4	7	12	17	20	17	12	7	4
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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		NATL VJRM GRP	12	11	10	9	00	7
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STANINE	4	17	0	0	0	., o	ļ	1
I NE	5	20	0	0	0	.0	ł	ŀ
ŀ	6	17	0	0	0	0	I	1
	7	12	0	0	0	0	1	1
	CO	7	0	0	0	0	1	1
	9	*	0	0	. 0	0	ı	1
1:	39	^_			-			

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. The clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of another as shown in the charts above consistent fashion from one, grade to progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, five. The lower three stanines denote ment. Grade-level performance at each from one grade to another. This constant Stanine scores are converted scores that

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

NORTHWEST AREA 2

NORTH CAROL CITY	MYRTLE GROVE	MILAM, M. A.	MIAMI LAKES	MIAMI GARDENS	MEADOWLANE	LAKE STEVENS	GOLDEN GLADES	FLAMINGO 1	EARHART, A.	DUPUIS, J. C.	CRESTVIEW	CAROL CITY	BUNCHE PARK	BRENTWOOD	Elementary Schools
	WALTERS, MAE	TWIN LAKES	SKYWAY	SCOTT LAKE	RAINBOW PARK	PARKVIEW	PALM SPRINGS NORTH	PALM SPRINGS	PALM LAKES	OPA-LOCKA	NORTH TWIN LAKES	NORTH HIALEAH	NORTH GLADE	NORTH COUNTY	ools
		, ‡							PARKWAY	PALM SPRINGS	NORTH DADE	HIALEAH	FILER, HENRY H.	CAROL CITY	Junior High Schools
												MIAMI CAROL CITY	HIALEAH-MIAMI LAKES	HIALEAH	Senior High Schools

1973-74	1974-75	SCHOOL YEAR	
443	622	40	
51.6	59.5	MEMBERSHIP	
25.9	22.8	* BLACK	n.s
22.5	17.7	* HISPANIC * WHITE AND	STUDENT TI
13-4	15.3	TRA	TRENDS
93.0	93.2	ATTENDANCE RATE &	
1		ADMINICE &	
16	31	ADMINISTRATORS INSTRUCTIONAL	
7	11	PERSONAL PERSONAL	
31 - 3	25.8	PERSONNEL * BLACK	
0.0	9.6	* HISPANIC	STAFF
68-7	64.6		RENDS
25.9	46-8	MA WITH	S
4.6	5.3	OR NIGHER FARTH FEARS EXPERIENCE UTIL	
AN.	NA.	UTIL PLAN	-
N.	779	OPERATING EXPENTING	ORG
N >	5	TANGO / THE STANGE	TRENDS
		PUPIL	ONAL

•		AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	UJVALEN-	CORES 1					-
GRADE	-			2			á	• \ • ·	o n		6	
SCHOOL YEAR	1974-75	1973.74	1973-74 1974-75	1973-74	1974.75	1973-74 1974-75 1973-7	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	74	38	90	19	84	53	71	69	88-	61	386	63
READING MEDIAN	1.4	1.4	1.9	2-2	2.8	2.8	3.5	3.8	5.0	*•*	5.6	5.6
WMATH COMPUTATION MEDIAN	1.4	1.6	2.2	2.2	3.5	3.3	4.1	476	5.6	5. 6	6.2	6.0
MATH CONCEPTS MEDIAN 2	1.7	AN	2.3	NA	2.4	N >	4.0	МА	4.5	Z >	5. 8	2
NATIONAL NORM	1.8	8.1	2:8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.3	6.8
•			,									

1		DIF	FERENC	E N E	PECTED .	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	IEANS -	1974-75	ü					
SUBJECT			READING	9,			MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPT	PTS	
GRADE	2	3	4	5	თ	2	3	4	5	6	2	3	4	ъ	6
DIFFERENCE	-0.1	1-0-	+0.1	+0.5	1.0	-0.10.1 +0.1 +0.5 -0.1 -0.4 +0.0 +0.0 +0.0 +0.	+0.0	+0.0	+ 0 • 0	÷0. L	15.0-	= 0.5	1.0+	-0.1 -0.5 +0.1 +0.1 +0.3	+0-3
PUPILS TESTED 4	67	72	64	74	73	67 72 64 74 73 65 72 63 74	72	63	74	73	68	70	63	74	73

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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STANINE		17	22	16	21	21	16	23
N N M	5	20	25	14	11	10	13	.8
	6	17	03	20	11	13	04	=
	7	12	07	06	2	0	05	80
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	9	•	نما	0	0	0	0	03
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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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		NATL NORM 0 GRP	۰,	5	4	w	2	
	-	*	03	10	11	0	05	18
	2	7	10	12	16	. 13	26	2
	w	12	17	18	17	24	25	7
STANINE	4	17	22	19	21	26	18	18
I NE	5	20	26	26	23	27	;	15
	•	17	10	10	9	05	68	8
	7	12	06	10	0	0	0	9
	C9	7	05	0	0	10	0	2
	9	•	10	0	0		0	2

PERCENTAGE DISTRIBUTION CF MATH CUNCEPTS STANINES BY GRADE LEVEL

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		NATL NORM GRP	6	IJ	•	w.	N	-
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	w	12	19	24	17	29	20	15
STANINE	4	17	25-	27	25	21	35	25
E NE	ر.	20	15	14	17	9	15	21
	6	17	90	12	9	Θ,	05	15
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★ 0 — At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievegrade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, achievement. Stanines one and two inprogressively lower, and the three higher middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing Stanine scores are converted scores that clude very low scores and, to the extent five. The lower three stanines denote the range of skill encompassed by each The

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	Ι	\searrow	
1973-74	1974-75	· SCHOOL	
100	703	11	
23.8	54.9	MEMBERSHIP Y	
*	16.8	* BLACK	OLS
41-8	28.3	& HISPANIC & WHITE AND	STUDENT TI
17.1	14.0	TAN	TRENDS
93.1	92.4	ATTENDANCE	
-	2	ADMIN TO ANCE	
34	48	ADMINISTRATORS INSTRUCTIONAL	
26		PA OTI	
32.3	39.5	PERSONNEL &	
11.8	6-2	* BLACK	STAFF
55.9	54.3	* HISPANIC * WHITE AND	F TRENDS
30.6	35•4	Ma & Wi	DS
7.6	7-5	OR DEGREE FLA VG	
53	10	THEOREE AND YEARS EXPERIENCE UTIL	
N A	1038	OPENTION	OR
N	86	SER PURIL EXPENSES CONTRAC CONTRAC EXPENSES	ORGANIZATION TRENDS
	٠	(SONAL

GRADE								_	5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74 1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974.75	1973-74
PUPILS TESTED									200	208	204	208
READING MEDIAN									*.+	4.0	5.6	5.7
MATH COMPUTATION MEDIAN									5.5	5-2	6.5	6.6
MATH CONCEPTS MEDIAN 2	•	NA		٧N	•	N N	١	2	5.4	×	5 . 9	Z >
NATIONAL NORM	1.8	1.8,	2.8	2.8	3.8	3.8	4.8	4.8	5 20	5.8	3	o

			DIF	FERENC	E IN EX	PECTED,	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AINED N	EANS -	1974-75	ŭ.					
	SUBJECT		F	READING	<i>.</i>	,		HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	STS	
	GRADE,	2	3	4	5	6.	2	ω	•	σŋ	6	2	ω	•	5	6
	DIFFERENCE				1.0	-0.1 +0.0	,			-0-2 +0	1.04				+0-0 +0-1	1.00
•	PUPILS TESTED 4			7	175	170				175	170				175	170
										L						

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PERCENTAGE DISTRIBUTION

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OF MATH COMPUTATION STANINES BY GRADE LEVEL PERCENTAGE DISTRIBUTION

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STANINE

OF MATH CONCEPTS STANINES BY GRADE LEVEL PERCENTAGE DISTRIBUTION

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•		NATL NORM GRP	•		: n © 1	> 20 G	C 2	—
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		NATL NORW GRP	0	J.	4	w	8	_

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- At least one pupil but less than 0.5% scoring in this stanine.

unit enables scores to be organized in a grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to denote "about average" levels of achievefrom one grade to another. This constant clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores age derived by dividing use essentially the same metric, or unit, Stanine scores are converted scores that Grade-level performance at each The

> eight and nine indicate very high levels answering almost all questions correctly. ing the questions. Stanine nine scores expected by marking answers without readtest; that is , in about the score range answer only at about chance level of the of skill. Pupils scoring in stanine one relatively strong skill deficits. Stanines that the test scores are valid, indicate indicate near perfect performance; that is,

ative populations, and that the more expercent of the pupils tested in the normshown to the right of the term "NATL NORM norm group scoring in each stanine is GRP" shown above. Note that stanines tour, five, and six include the middle 54 The percentage of pupils in the national

> tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular stasmaller percentages. The percentage of treme stanines contain progressively three (4% + 7% + 12% = 23%). For example, 23 percent of the norma-

at the higher stanines. achievement average, most schools will grade. No matter what the school at each grade level for the school, one By inspecting the stanine distribution have some pupils at the lower and some geneity of achievement levels at that may develop a notion about the hetero-

1973-74	1974-75	SCHOOL YEAR	,
1329	120	Al	
_	32.5	MEMBERSHIP X	
,25.1 (24.3	22.3	* BLACK	STU
50.6	45.2	* HISPANIC * WHITE AND	STUDENT TRENDS
16.3	16.2	TRAL	RENDS
93.2	93.7	ATTENDANCE PATE &	
2	2	ADMINISTRATORS	
49	52	INSTRUCTIONAL	
33	17	PERSONAL	
26.5	25.0	PERSONNEL 8 BLACK	
0.0	3.8	* HISPANIC	STAFF
73.5	71.2	W.	TRENDS
25.0	27.2	MA & WITH	Š
7.9	8.6	OR HIGHER FLATERIEN OF PLATE	
117	109	UTIL PLAN	
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		ACI	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	DUIVALENT	SCORES 1					
GRADE .		-		2 ,		3	4		5	~	6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74		1974-75	1973.74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED .	133	¥0.1	132	151	149	184	154	181	196 -	195	181	216
READING MEDIAN	1.9	1.8	2.6	2.2	3.1	3.2	3.8	3.5	4.5	5.0	5.4	5.8
MATH COMPUTATION MEDIAN	2.0	1.9	2.4	2.4	3.5	3.8	y 5.2	4-6	5.6	5.9	6.5	6.5
MATH CONCEPTS MEDIAN 2	1.7	٧N	2.2	N A	3.5	NA	4.7	NA	5.4	N >	5.9	N.
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	EANS -	1974-75	3					
SUBJECT			READING				MATH	COMPUT	MATH COMPUTATION	;		MATH	MATH CONCEPTS	PTS	
GRADE	2	3	4	51	6	2	3	4	5	6	2	. ω		5	6
DIFFERENCE	+0.1	-0.1	-0-2	1.0-	+0.1 -0.1 -0.2 -0.1 -0.1 -0.1 +0.3 +0.6 +0.2 +0.	.	€.0•3	+0-6	+0.2	•0•0	-0.3	+0.1	+0.2	-0.3 +0.1 +0.2 +0.0 -0.3	- 0.3
PUPILS TESTED .	90	124	126	155	90 124 126 155 159 83 117 125 155 1	83	117	125	155	159	87	811	125	87 118 125 155 159	159

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
 denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference score will typically be less than the number tested in 1974-75. The difference score expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference at crack one. the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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	ν.	7	12	12	13	19	16	16
	w	12	22	25	29	15	12	9
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	6	17	07	08	08	-	1	15
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	8	7	8	0	0	03	, o	04
	9	حد	01	*	10	01	03	90
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PERCENTAGE DISTRIBUTION , OF MATH COMPUTATION STANINES BY GRADE LEVEL

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> 72 €	07	0	11	0	13	23	14	18	03	
n N	0	10	0	11,	21	21	20	21	40	
اب	 07	\$	-12	2	5	23	12	6	95	1

PERCENTAGE DISTRIBUTION CF MATH CONCEPTS STANINES BY GRADE LEVEL

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l	w	12	14	20	11	19	16	15
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	σ.	17	15	13	16	11	07	20.
	7	12	03	05	60	95	\$	08
	•	7	ο.	0	03	0	9	2
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★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, clude very low scores and, to the extent denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -The lower three stanines denote

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers, without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

STUDENT TRENDS STAFF TRENOS STAFF TRENOS ORGANIZA OR	•			
STUDENT TRENDS STAFF TRENOS STAFF TRENOS ORGANIZATION	1973-74	1974-75	SCHOOL	
STUDENT TRENDS STUDENT TRENDS STAFF TRENDS ORGANIZATION	723	709	40	
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THENDS STAFF TRENDS OF ANIZ THE STAFF TRENDS OF ANIZ OF ANIZ THE STAFF TRENDS OF ANIZ THE STAFF TRENDS OF ANIZ	15.5	11-2	* HIO	STÚ
STAFF TRENOS ORGANIZ ON A CHARGE ON A CHA	76-0	73.7	" W \	
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10-4 92 NA NA	73-1	75.0	<i>n</i> u. \	
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EXPENSES PERFENSES			H PUPIL	SIONAL

	<u>, </u>		-	-	_		
NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION MEDIAN	READING MEDIAN	ANPILS TESTEO	SCHOOL YEAR	GRADE .	
1.8	2.1	2.2	1.9	71	1974-75		
1.8	NA .	2.7	. 2.3	+01	1973-74	_	AC
2.8	3.5	3.4	3.3	82	1974-75	2	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
2.8	NA.	. 3.5	2.7	94	1973.74		TRENDS:
3.8	3.6	4.1	3.6	76	1974-75	3	GRADE EC
3.8	N A	4.5	4.0	104	1973-74		UIVALENT
4.8	5.4	5.4	5.3	97	1974-75	4	SCORES 1
4.8	, NA	5.2	4. 9	104	1973-74	-	
5.8	6.5	6.9	6.5	201	1974.75	5	
5.8	NA	6.6	5.8	115	1973-14		
6.5	7.5	7.2	7.1	97	1974-75	6	
6.8	2	7.8	6.8	108	1973-74		

		D.F.	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974.75 3	AND ATT	AINED A	EANS -	1974-75	٠ ن					
SUBJECT			READING		in in		HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	. 2	ω.	4	5	6	2	ω	4	5	6	2	ယ	•	5	6
DIFFERENCE	-0.2	1.0-	+0.2	÷0.0	-0.2 -0.1 +0.2 +0.0 -0.1 +0.0 -0.2 +0.2 +0.5 -0.	+0. 0	-0.2	+0.2	÷0.5	-0 -2	+0.2 =0.6 +0.4 +0.6 +0.2	-0-6	*0.	÷0.6	+0.2
PUPILS TESTED *	81	62	87	16	62 87 91 87 77 62 87 91	11	62	87	91	87	78	62	87	16	87

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" sest in 1973-74. Scores on the two tests are not strictly comparable.

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BY GRADE LEVEL PERCENTAGE DISTRIBUTION OF 'READING STANINES

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RADE LEVEL	ATH COMPUTATION STANINES	ENTAGE DISTRIBUTION
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u	2	2	07	12	4	23	21	4 ,	05	п
0	2,	90	19	=======================================	21	16	8	69	10	
72 (**)	*	7	12	17	20	17	12	7	•	2 X Z
	1	2	w	4	5	6	7	o .	و	
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PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES BY GRADE LEVEL

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0 At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. \$\frac{1}{2}\text{anines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each another as shown in the charts above. consistent fashion from one, grade to five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The

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ative populations, and that the more exshown to the right of the term "NATL NORM percent of the pupils tested in the norm four, five, and six include the middle 54 GRP" shown above. Note that stanines norm group scoring in each stanine is The percentage of pupils in the nationa

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. !	1973-74	1974-75	SCHOOL YEAR	
	679	989.	112	
	0.5	0.4	MEMBERSHIP &	
	40.5	48.0	* BLACK	STU
	59.0	51.6	* HISPANIC * WHITE AND	UDENT TI
	14.7	12.0	/RA	TRENDS
-	8.3	95.6	ATTENDANCE	
	1	-	ADMINICE ADMINICE	
	25	34	AOMINISTRATORS INSTRUCTIONAL	٦
4	21	14	PERSONAL PERSONAL	-
****	24•¢	20 - 5	PERSONER & BLACK	
	4.0	8_8	* HICO	STAFF
	72.0	70.7	* HISPANIC * WHITE AND	F TRENDS
	22.2	20.5	MA SINIT	DS
	11.4	9.5	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	108	96	ANG YEARSO ANG YEARSO ANG YEARSO OFILIZATION	
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GRADE		1	N		₃	41031041			/ 5		6	
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	9973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	74	68	64	78	79	104	. 96	103	104	109	112	114
READING MEDIAN	2.1	° 1.9	2.9	2.8	3.9	.3.6	4.5	4.2	5.9	5.4	6.7	7.1
MATH COMPUTATION MEDIAN	2.6	2.0	2.7	3.1	3.9	4.4	5.9	4.8	6.0	6.6.	8.5	8.0
MATH CONCEPTS MEDIANT	2.7	NA	. 2.8	× ×	4.5	NA	.5.6	2	6.5	2	7.7	2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	8.2	8.3	8 7.9
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		DIF	FERENC	EINE	(PECTED	DIFFERENCE IN EXPECTED AND ALTAINED MEANS - 1974-75 3	ÄINED	HEANS -	1974-75	ü					
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DIFFERENCE	-0-1	1.0-	+0.0	€*0+	+0,2	-0.1 -0.1 +0.0 +0.3 +0.2 -0.2 -0.3 +0.5 -0.1 +0.	-0-3	*0.5	1.0	+0.7	-0-2	+0.2	-0.2 +0.2 +0.3 +0.4		÷.0÷
PUPILS TESTED .	51	68	83	51 68 83 86	96	50	6.8	50 68 83	87	95	50	68	83	8:7	95

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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PERCENTAGE DISTRIBUTION OF HATH COMPUTATION STANINGS BY GRADE LEVEL

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	STANINE	5	26	23	20	19	26	23	13
1		σ,	17	22	26	25	17	20	15
		7	12	19	11	12	21	12	30
		•	7	09	07	15	9	0	, 11
		9	*	07	(8	03	9	05	13

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* 0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two inconsistent fashion from one, grade to grade is at about the middle of stanine grade-level test into nine equal portions. the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a Stanine scores are converted scores that clude very low scores and, to the extent stanines progressively higher, levels of progressively lower, and the three higher denote "about average" levels of achieve from one grade to another. This constant use essentially the same metric, or unit, middle three stanines - 4, 5, and 6 ment. Grade-level performance at each The lower three stanines denote The

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SCHOOL: EARHART EL

STUDENT TRENDS STAFF TRENDS STAFF TRENDS ORGANIZATIONAL OR			Pr 、	,	
STUDENT TRENDS STAFF TRENDS ORG ORG ORG ORG ORG ORG ORG OR		1973-74	1974-75	SCHOO	
STUDENT TRENDS STAFF TRENDS ORG ORG ORG ORG ORG ORG ORG OR		641	. 647	AL	
TUDENT TRENDS STAFF TRENDS ORG ORG ORG ORG ORG ORG ORG OR		4.6	5.2	RERSHIP &	`
TRENDS TRENDS TRENDS TRENDS ORO ORO ORO ORO ORO ORO ORO O		53.7	57.0	* ALACK	STU
STAFF TRENDS		41.7	37.8		
STAFF TRENDS ORO ORO ORO ORO ORO ORO ORO O	۳.		l i	TRA	RENDS
STAFF TRENDS ORO ORO ORO ORO ORO ORO ORO O		94.6	92.6	ATTENCY	
STAFF TRENDS ORG ORG ORG ORG ORG ORG ORG OR		2	2,	ADMINI-	
STAFF TRENDS ORG ORG ORG ORG ORG ORG ORG OR		34		INSTRUCTORS	
STAFF TRENDS ORO STAFF TRENDS ORO ORO ORO ORO ORO ORO ORO O	,	4	9	AFFONAL	
AFF TRENDS ORO AFF TRENDS ORO ORO ORO ORO ORO ORO ORO O		20 • 6	18.4	\ \\V\$.	
TRENDS ORO ORO ORO ORO ORO ORO ORO O		5.9	10.5	* HIS	STAF
DS ORO AN INTERIOR AND ANTON AN ORO 27.00 7.5 83 1037 25.00 7.7 81 NA	1	73.5	71.1		FTREN
1.5 83 1037	′	1 1	27.0	MANW	DS
NA OPERATION ORG		7.7	7.5	OF HIGHER LA TO YE	
NA OPERATION ORG		18	83	PERIENCE OF PLANTS	
THENDS TH	,	× ×	1037	OPENION	ORG
R FURIL		N N	1	CONTRACT	SANIZAT TREND
				T PUPIL	SIONAL

		AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	UNALENI	SCORES	,				
GRADE 1						•	,	-	5	*	6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-76 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED .	. 43	47*	60	50*	62·	*99	64	*08	90	78*	₽82	113*
READING MEDIAN	1.3	1.6*	1.6* 2.5	2.3*	2.8	3.2*	4.4	4.4*	5.2	5.2*	6.4	5.7*
MATH COMPUTATION MEDIAN	1.9	1.7*	2•4	2.4*	3.9	3.7*	4.8	4.9*	6.2	5.8*	8.5	6.9*
MATH CONCEPTS MEDIAN 2 /	ا 2.	NA	2.4	NA	4.2	NA	4.2	4-2 " NA	5.8	N N	7.9	2 2
NATIONAL NORM		1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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CHOICAT	II.		֓֞֜֜֜֜֜֞֜֜֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֓֡֓֓֓֓֡	FERENCE	חו	7	IN EXTECTED A	IN EXPECTED AND ATT	IN EXPECTED AND ATTAINED W	IN EXPECTED AND ATTAINED MEANS -	IN EXFECTED AND ATTAINED MEANS - 19/4/8	IN EXPECIED AND ATTAINED MEANS - 19/4/5	IN EXPECIED AND ATTAINED MEANS - 19/4/5	-	75 3
SUBJECT	•		-	READING	·.	-			MATH	МАТН СОМРОТ	MATH COMPUTATION	MATH COMPUTATION	MATH COMPUTATION		MATH COMPUTATION MATH CONCEPTS
GRADE		, 2	ω	4	Ġ	9	2	-	ၗ	3 , 4	3 4 5	3 . 4 . 5 6	3 ,4 5 6 2	3 .4 5 6 2 3	3 .4 5 6 2 3 4
DIFFERENCE .		+0.1	+0.0	+0-4	+0.3	+0.0	Ŷ	*	4 +0.4	4 +0.4 +0.2	4 +0.4 +0.2 +0.4	+0.1 +0.0 +0.4 +0.3 +0.0 -0.4 +0.4 +0.2 +0.4 +1.2	~	~	\$ +0.4 +0.2 +0.4 +1.2 +0.1 +0.5 +0.1 +0.2 +0.9
PUPILS TESTED .	•	44	39	59	18	44 39 59 81 67	*	4	4 37	4 37 59	44 37 59 81	4 37 59 81 67	4 37 59 81 67 44	4 37 59 81 67 44 38	4 37 59 81 67 44 38 59 81

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test, All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

		NORM GRP			n C)				
		3	٥	G	*	w	2	-	
	1	4	06	05	0	80	10	10	
	2	· 7	16	۳.	12	15	07	15	
	- ω	12	11	477	91	28	13	27	
STANINE	4	17	21	25	28	Ξ	27	17	
NE	5 1	20	19	19	23	26	13	15	
	٥	-17	20	13	14.	10	Ĺ	0	
	/3	12	04	07	0		07	07	
	8	7	0	3	0	0	C5	9	
	. م	•	10	2	ο,	0	03	0	
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PERCENTAGE DISTRIBUTION OF MATH COMPONIATION STANINES BY GRADE LEVEL

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	2		05	. 06	08		17	
	3	1 °12	07	18	19	07	15	10
312		17	, 10	16	20	30	30	15
STANINE	5	, 20	23	22	25	30	25	39
	6	17	18	_	12	21	07	07
•	7	12	18	, 1 5	06	05	0	10
		7	09	05	04	05	0	C7
	۵		08	03	0	0	0	07

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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•	, 727	٥	Δį	4	ω	2	-
-	4	05	80	01	0	0	c
2	7	6	Ξ	14	05	17	0
w	12	04	15	16	07	22	15
4	17	11	. 15	2.0	16	15	17
vi,	20	15	19	16	26	10	. 12
6	17	30	17	13	ű.	18	.27
7	12	90	12	07/	8	8	12
8	7.	ľ4	0	04	03	07	07
9.		07	10	10	0	0	07.
	3 4 5 6 7 8	7 12 17 20 17 12 7	6 05 06 04 11 15 30 06 14 L H 4 7 12 17 20 17 12 7	5 08 11 15 15 19 17 12 0 6 05 06 04 11 15 30 06 14 ATL ORM 4 7 12 17 20 17 12 7 RP 1 2 3 4 5 6 7 8	4 01 14 16 28 16 13 07 04 5 08 11 15 15 19 17 12 0 6 05 06 04 11 15 30 06 14 ATL ORM 1 2 3 4 5 6 7 8	3 0 05 07 16 26 33 08 03 4 01 14 16 28 16 13 07 04 5 08 11 15 15 19 17 12 0 6 05 06 04 11 15 30 06 14 ORM 4 7 12 17 20 17 12 7 RP 1 2 3 4 5 6 7 8	2 0 17 22 15 10 18 08 07 3 0 05 07 16 26 33 08 03 4 01 14 16 28 16 13 07 04 5 08 11 15 15 19 17 12 0 6 05 06 04 11 15 30 06 14 1 2 3 4 5 6 7 8

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★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two include very low scores and, to the extent stanines progressively higher, levels of progressively lower, and the three-higher grade is at about the middle of stanine denote "about average" levels of achieve midale three stanines - 4, 5, and 6 another as shown in the charts above consistent fashion from oned grade to unit enables scores to be organized in a use essentially the same metric, or unit, ment. Grade-level performance at each Stanine scores are derived by dividing from one grade to another. This constant Stanine scores are converted scores that the range of skill encompassed by each The lower three stanines denote

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1973-74	1974-75	SCHOOL YEAR	
815	778	AL	
0.0	0.0	MEMBERSHIP &	
73.8	76-1	& BLACK	STU
26.2	23.9	* HISPANIC * WHITE AND	STUDENT T
1413	23.9 16.2	TAL	TRENDS
94.8	94.5	TRANSIENCY ATTENDANCE PATE %	
		ADMINICE &	
34	\$	ADMINISTRATORS INSTRUCTIONAL	
22	15	PERSON!	
17.7	22.7	NE.	
8.8	11.3	* BLACK	STAFF
73.5	66.0	* HISPANIC * WHITE AND	F TRENDS
43.2	47.5	CA 10	S
8.5	9.5	- "(C) "NA	
87	90	AVG YEARS EXPERIENCE UTING	
Z:	884	UTILIZATION OPERATING EXPENSES	ORGA
Z A	-	EAPLING EAPLING EAPLING CONTRACTED EAPLING	REV
	. `	FER ENSETED	IDS

		AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	DUIVALENT	CSCORES 1					
GRADE			. 2		3		,	_	51		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	51	57	59	. 65	94	83	97	110	114	146	154	157
READING MEDIAN	, I.5	1.5	2.5	2.5	3-4	3.6	3.6	3.5	4.9	4.5	5.6	6-2
MATH COMPUTATION MEDIAN	2.1	2.0	3.1	3.5	4.4	4.4	5.1	4.8	6.4	6.0	7.5	7.2
MATH CONCEPTS MEDIAN 2	2.0	N A	2.8	N	3.7	NA	4.5	Z >	5.4	N A	6.2	Z >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
						•					•	

	۰	말	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	MEANS -	- 1974-75	ω 4 ··				¥	
SUBJECT			READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPT	PTS	
GRADE	. 2	ω	4	51	6	2	31	4	55	6	2	ယ	4	5	6
DIFFERENCE	+0.1	+0.1	-0-1	1.0+	+0.1 +0.1 -0.1 +0.1 +0.0 +0.3 +0.2 +0.0 +0.4	+0.3	+0.2	+0.0	÷0.	+0.3	+0.3 +0.0 =0.5 +0.0 +0.2** =0.1	-0.5	+0.0	+0.2	8
PUPILS TESTED 4	44	44 63 76 89 124 45 61 76 89	76	89	124	45	61	76	89	124	45	19	76	89	89 12

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PERCENTAGE DISTRIBUTION
CF READING STANINES
BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY **RADE LEVEL

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	1	4	01	03	.,0	10	0	0	
	N .	7	03	<u>6</u> .	40	03	0	٥	
,	w	, 12	11	13	21	9	17	07	
STANINE	4	17	14	13	13	17	17	13	
INE	ر د	20	23	- 18	24	17	23	31	
	6	17	28	=	14	30	12	13	
	7	12	80	13	07	13	14	15	
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 \star 0 - At least one pupil but less than 0.5% shoring in this stanine

STANINE

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grade-level test into nine equal portions. another as shown in the charts above. grade is at about the middle of stanine middle three stanines - 4, 5, and 6 - denote "about average" levels of achieve consistent fashion from one, grade to unit enables scores to be organized in a achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher Stanine scores are derived by dividing Stanine scores are converted scores that clude very low scores and, to the extent five. The lower three stanines denote ment. Grade-level performance at each the range of skill encompassed by each from one grade to another. This constant use essentially the same metric, or unit, The

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PERCENTAGE DISTRIBUTION
OF MATH CENCEPTS STANINES
BY GRADE LEVEL

			SRP TE		•		- ~ .	•		
			~~~	6	<b>J</b>	4	w	2	-	
		1	4	03	03	03	014	03	04	
•	•	2	7	05	15	07	<b>≱</b> 05	80	٥	
		ω	12	12	19	15	14	11	97	
i	STANINE	4	17	24	<b>3</b>	1	1 8	20	19	
	INE	ر. ت	20	26	10	19	27	29	20	
		6	ίį	18	07	13	24	15	19	
		7	12	90	11	08	9	=	20	
			7	05	90	07	10	0	04	
		٥	4	10	16	0	10	05	07	
					-					

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1973-74	1974-75	SCHOOL YEAR	
786	761	A	
70-7	73.8	MEMBERSHIP  * A	
7.7	10.0	* BLACK	STU
21.6	16-2	% HISPANIC % WHITE AND	STUDENT TRENDS
11.9	10.6	784	RENDS
7.86	94.3	"\\\\	
-	1	ADMINICE ADMINICE	
. 31	33	ADMINISTRATORS INSTRUCTIONAL	
25	16	OTHER PERSONN	
25.8	33.3	PERSONNEL & BLACK	
0.0	3.0	* HISPANIC	STAFF
74.2 16.7	63.7 23.5	% WHITE AND	F TRENDS
16.7	23.5	MA WITH	S
6.6	9.0	OR NEGREE FLATER	
113	109	A VG YEARS EXPERIENCE OTHER	
2 >	723	OPENION	ORG
2 >	;	CONVESC	ORGANIZATIO TRENDS
	·	PUPIL	NONAL

								-				
ŋ		AC	HEVEMEN	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1					
GRADE	1				3		4		ហ	٠	6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74 1974-75		1973-74
PIIPII S TESTED	76	79	96	90	92	109	109	118	125	100	501	113
	•	•	3	2 1	2-8	3.2	ננ	2.9	4.4	4.1	<b>4.</b> 8	4.8
READING MEDIAN	1.5	1.7	2.2	2.1	2.8	3.2	3.3	7.5	:	;		\;
MATH COMPUTATION	2.0	2.0	2.0 4 2.9	2.7	2-7 3-5	3.2	4.1	3.8	5.0	4.3	5.4	5-1
MATH CONCEPTS MEDIAN 2	2.0	N	2.8	N.	3.2	2	3.7	NA	4.5	2 >	5.2	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
				-								

ę		PF	FERENC	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	MEANS -	1974-75	ω		,			
SUBJECT		_	READING	-			HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS °	
											_				
GRADE	N	ω	4	٥٦	53	8	ω	4	σı	6	2	3	4	c ₁	6
	+0-0	-0-1	-0.1	-0.2	+0.0 -0.1 -0.1 -0.2 -0.4 +0.2 +0.1 +0.3 -0.4 +0.2	+0-2	1.0+	+0.3	<b>↑.0</b>	+0.2	+0.2	+0-1	+0-3	+0.2 +0.1 +0.3 -0.2 +0.4	+0.4
PUPILS TESTED 4	75	82	100	75 82 100 111	92-	92- 74 81 99 111	18	99	111	91	74	80	99	110	16

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		G N A A A A		n	n ci S	> 70 0	ה	*
		NATL GRP	٥	úì	4	• w	~	-
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	u	12	23	20	22	32	20	.22
STANINE	4	17	18	31	25	22	. Ż1	19
2	5	20	17	60	10	80	17	23
	6	17	06	07	9	90	80	10
	7	12	0	03	03	04	06	90
	· œ.	7	0	0	0	10	0	0
	9		10	5,	0	0	10	0
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	•	RAN GREAT		r	n 😊 s	<b>,</b> 20 ¢	ก๋.		•
	·	RATE	6.	ď	•	w	'n	7	
	1	4	04	40	84	96	10	(2)	_
	, 2	7	14	20	12	9	14	05	<b>X</b>
	u	12	30	18	23	28	15	12	
STANINE	4	17	22	Ç.	26	12	13	20	
¥ I	5	20	80	Ξ	13	22	. 81	25	
l	6	17	17	07	11	13	19	7	
1	7	12	03	04	04	90	9	17	
	8	7	2/	0	03	02	07	0	
	9	*	0	0	01	0	0	04	

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		NATL NORM GRP	6	v	٠	w	8	-
	-	4	80	07	40	•	10	c
	~ 1	7	17 '	07	22	9	Ħ	90
,	·	12	25	34	22	23	90	10
STANINE	•	17	22.	27	18	35	14	23
I NE	5	20	14	15	21	19	21	15
	6	(17	2	07	9	90	23	22
	7	12	/5	10	40	03	96	19
	<b>.</b> •	7	10	0	03	2	90	05
	9	•	03,	0	10	10	10	۵

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>	NA NA	119	6.0	24.2	71.9 24.2	6.2	21.9	20	32		92.9	11-1	21.7	17-7 60-6	17.7	187	1973-74
W	743	116	.5 .4	31.4	60.0	17.2	22.8	13	35	1	92.2	9.6	18-8	61.5	19-7	818	1974-75
CONTRACTED EXPENSES PER PUPIL	PENENCINO.	~ ~~~~	SE LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF LES OF	MA WITH	* HISPANIC  * WHITE AND OTHER	* BLACK	PERSONNEL	STAFFONAL	ADMINISTRATORS INSTRUCTIONAL	ADMINICE ADMINICE	A TENDANCE	TR.	* HISPANIC  * WHITE AND	* OLAGR	MEMBERSHIP &		SCHOOL VEAR
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		ACI	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE E	OUIVALEN	SCORES 1		•	•		,
GRADE			2		3	3		•	5		o	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	80	76	50	92	117	16	100	115	118	97	113	121
READING MEDIAN	1.3	1.3	2.1	. 2.1	2-8	0-6	3.3	3.3	4.2	4.8	5.2	· 5•2
MATH COMPUTATION	1.7	1.7	2.3	2.3	3.3	. 3 - 8	5-0	5.2	5.6	5.6	6.4	6.6
MATH CONCEPTS MEDIAN 2	1.5	NA	2.3	NA	3-1	NA	3.5	NA	5.2	2 >	5.9	2 >
NATIONAL NORM	-1.8	1.8	2.8	. 2.8	3.8	3.8	4.8	4.8	5.8	5.00	6.8	<b>6.3</b>
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٤		말	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	AEANS -	1974-78	; 3					,
SUBJECT			READING	3			HTAM	MATH COMPUTATION	NOITA		,	MATH	MATH CONCEPTS	PTS	
GRADE	2	သ	4	5	6.	2	သ	1	5	6	2	3	•	51	Ø
DIFFERENCE	-0.2	-0-1	-0-2	1.0-	-0.2 -0.1 -0.2 -0.1 -0.1 -0.4 -0.2 -0.1 -0.2 -0.	-0-+	-0-2	1-0-	-0.2	-0-1	-0.2 -0.2 -0.7 -0.4 +0.0	-0.2	-0-7	-0-4	÷0•0
PUPILS TESTED "	38	18	₁ 87	+01	38 81 4 87 104 87		90	36 80 87 104	104	87	36	80	87	87 104	87
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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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STANINE	*	17	26	20	28	25	90	13
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CCNCEPTS STANINES BY GRADE LEVEL

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achlevement. Stanines one and two instanines progressively higher, levels of Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The lower three stanines denote The

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73-74	74:75	Sci	
	- 5	SCHOOL YEAR	
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_	0	MEMBERSHIP Y	
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0	94.3	ATTEN	
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33 .	0.4	INSTRUCTIONAL STAFF	
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23	14	0.00	
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1973-74 1974-75

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	NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	
	1.8	1.7	1.3	1.4	62	1974-75		
!	1.8	NA	1.7	1.4	61	1973-74		ACF
\	2.8	2.9	3-4	2.5	72	1974-75	N	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
	2.8	2	2-8	2.2	54	1973-74		TRENDS:
J	3.8	3.7	3-8	. 3.3	92	1974-75	ω	GRADE EC
	3.8	2 >	4-4	3.6	77	1973-74		UIVALENT
	4.8	4.5	5-1	4.6	86	1974-75		SCORES 1
	4.8	2 >	5.2	4.4	107	1973-74		
	5.8	5.8	6-6	5.4	115	1974-75	51	
	5,8	2 >	6-7	5.7	134	1973-74		
	о Б	7.5	8.0	6.9	159	1974-75	G	
	Э	Z	8.5	6.6	145	1973-74		

-		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED A	IEANS -	1974-78	5 3					
SUBJECT		75	READING				MATH	MATH COMPUTATION	ATION		·	HTAM	MATH CONCEPTS	PTS	
GRADE	2	3	4	51	6	2	3	•	σı	6	2	3	•	5	6
DIFFERENCE	+0.3 +0.0 +0.6 -0.1 +0.3 +0.3 -0.1 +0.0 +0.3 +0	+0.0	+0.6	-0 -1	+0-3	<b>+0</b> •3=	1.0	+0+0	+0-3	<b>*0</b> • <b>4</b>	-4 +0-1 -0-2 -0-3 +0-1	-0-2	=0.3	+0-1	+0-5
PUPILS TESTED 4	55	60	71	94	55 60 71 94 122	53 60 71 94	60	71	<b>9.</b>	120	53	53 60	71	4.6	120

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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	NATL NORM GRP	•	ហ -	•	w	~	-
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4	17	24	28	23	25	20	28
5	2¢	19	25	16	21	18	07
. 6	17	16	15	19	10	9	10 . 60
7	12	11	40	90	07	80	2
8	7	04	43	03	01	40	2
9		03	0	03	2	40	£α
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GRADE	HTAH	PERCENTAGE
FLEVEL	COMP(	
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۲	11	26	29	11	80	04	65	C3	40	
~	03	07	9	80	18	28	18	05	40	
w	05	07	11	25	22	21	40	65	0	
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<b>v</b> i -	0	۰ ر	5	13	22	22	17	9	05	
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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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			* -	6	<b>U</b> 1		<u> </u>	2		
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### 1 At least one pupil but less than 0.5% scoring in this stanine

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> smaller percentages. The percentage of pupils at or below any particular statreme stanines contain progressively cents up to and including that stanine. three (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the normanine may be computed by adding all per-

at each grade level for the school, one at the higher stanines. geneity of achievement levels at that have some pupils at the lower and some achievement average, most schools will grade. No matter what the school may develop a notion about the hetero-By inspecting the stanine distribution

	₹	<b>2</b>	٠,٤	7.1	31.0	56.0	20.0	24.0	13	25	1	93.2	10-2	23.0	56.8	20.2	645	4973-74
	73	923	93	5.8	22.5	39.4	30.3	30 -3	20.	33	1	92.3	10.8	21.2	8**5	24.0	682	1974-75
CONTRACTED EXPENSES PER AUPIL	CO CNOVO	UTILIZATION OPERATION	UTI PL	FLAVER	MA WITH	* WHITE AND	* BLACK	PERSONNEL	Pr OTH	ADMINISTRATORS INSTRUCTIONAL	ADMINITORNOE	ATTENDANCE	TRA	* HISPANIC  * WHITE AND	* BLACK	MEMBERSHIP &	Av	SCHOOL YEAR
SOL	GANIZATION TRENDS	ç,			SC	STAFF TRENDS	STAF						RENDS	STUDENT TRENDS	STU			

	NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION .	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	
	1					, 197		
	1.8	1.5	1.4	1.3	55	1974-75	_	
	1.8	2 >	1.7*	1.5*	41*	1973-74	,	<b>Ac</b>
	2.8	2.9	3.1	1.9	63	1974-75		HEVEMEN
	2.8	Z A	3.3*	*2.2	*58	1973-74	2	TRENDS:
	3.8	3.6	3.5	2.8	85	87-1974 G	<i>(</i> 3)	GRADE E
	3.8	N A	3.4*	2.7*	**6	1973-74 0 1974-75 1973-74	w	QUIVALEN
•	4.8	4.5	5,6	3.3	72	1974-75		ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
	4.8	NA	5.6*	*9*	68*	1973-74	,	-
	5.8	5.2	6-4	6.7	73	1974-75	ហ	
,	5.8	NA	6.5*	4.78	78*	1973-7		*
	6.8	5.6	5.9	5.0	801	1974-75	•	
	6.8	NA .	5.6*	5.2*	88*	1973-74		

-		DIF	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED &	JEANS -	1974-75	ы					ا
SUBJECT			READING	j			MATH	MATH COMPUTATION	ATION			HATH	MATH CONCEPTS	PTS	
GRADE	2	ω	4	55	6	2	3	4	5	6	2	3	•	5	6
DIFFERENCE	+0.1	+0.1	-0-2	<b>1.</b> 1	+0.1 +0.1 =0.2 +1.1 =0.2 +0.5 =0.4 +1.0 =0.1 =0.	+0.5	٠.4	+1.0	ŗ	<b>.</b> 5	+0.9 +0.0 +0.3 -0.9 -0.3	<b>+0.</b> 0	÷0.3	0.9	d w
PUPILS TESTED 4	37	74	67	37 74 67 57	76		75	36 75 67 57	57	75	36	75	67	57	75
				,									3		

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

		GRP.				> 70 0	,		
		NATL .	٥	un .	4	.w.	Ņ	-	
	<b>~</b> `	4	17	40	14	2	11	12	
	~	7	9	90	33	22	30	24	
	·	12	30	17	23	16	27	26	
	<b>.</b>	17	13	20	16	14	13	19	
	<b>U</b> 5 .,	20	22	13	07	<b>1</b> 8	60	03	9
	6	17	07	16	0.4	0	05	12	
	7	12	10	9	2	4	03	0	
	8	7	٥	17	01	C1	0	0	
	9	4	2	5	0	40	0	0	
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GRADE	HATH	CENTA
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9	*	0	0	03	10	80	95	v
	NATL NGRM GRP			n O 1	· > 70 G	n		•
	ř	6	ū	4	w	2		
1	*	07	05	40	0	0	60	
~	7	12	60	24	07	03	12	8 Y E R
3	12	24	22	11	12	08	33	PERCENTAGE CF MATH CC BY GRADE L
•	17	23	40	16	46	19	16	E LE
5	20	1.4	16	15	19	23	17	LEVEL CNCEPT
6	17	08	07	19	. 06	14	07	S ST
7	12	0	2	05	07	11	8	GE DISTRIBUTION CCHCEPTS STANINES LEVEL
<b></b>	-,		2	05	8	=	95	ES

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

STANINE

STANINE

stanines progressively higher, levels of grade-level test into nine equal portions. another as shown in the charts above consistent fashion from one, grade to achievement. Stanines one and two ingrade is at about the middle of stanine unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that progressively lower, and the three higher ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant clude very low scores and, to the extent five.* The lower three stanines denote middle three stanines - 4, 5, and 6 -The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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		ACH	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE *			2		3	J	4		5		6	
SCHOOL YEAR	1974-75	1873-74	1974.75	1973-74	1974-75	1973-74 1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	80	67*	67	96.0	96	*601	102	117*	119	125*	138	125*
READING MEDIAN	1.8	1.7. 3.1	3.1	3-2*	4.4	3.24 .4.4 .4.24 5.2	5.2	5.2*	6.7	6.9	9.5	8
MATH COMPUTATION MEDIAN	1.9	1-9 . 2-1*	3.1	3.0*	4.5	4.1*	4.14 6.7	5.2*	7.2	6.9	8.3	7.6*
MATH CONCEPTS MEDIAN 2	2.0	Z >	3.4	N.A	4.7	NA	6.0	NA	7.6	Z	8.7	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
		,										

SUBJECT		70	READING				MATH	MATH COMPUTATION	MOITA			HTAM	MATH CONCEPTS	PTS	
GRADE	2	3		<b>0</b> 7	6	2 *	3	4	сп	6	2	သ	•	55	6
DIFFERENCE	+0,-2	1.0+	-0.2	0.2	+0.2 +0.1 -0.2 +0.2 +0.3 +0.0 +0.1 +1.5 +0.4 +0	+0.0	1.0+	41.5	+0.4	+0.2	+0.3 +0.3 +1.0 +1.1 +0.8	+0.3	+1.0	+1.1	÷0.8
PUPILS TESTED .	.46	7	86	101	46 71 86 101 117 45 72 86 101	45	72	98	101	117	45	72	86	101 98	117

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

C7 9 PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL 8 17 12 7 9 8 5 20 27 5 20 17. 22 21 12

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STANINE

	NATL NORM GRP		•	n 🛭 1	<b>&gt;</b> 70 q	p		
	מ אַר	0	5	•	w	~	-	
1	*	0	0	10	0	0	0	
, ∾	7	0	03	03	Ò5	10	9	9 ¥ € \$
w	12	04	40	0	10	11	7	PERCENTAGE OF MATH COM BY GRADE LE
*	17	14	13	10	14	Ξ	29	AGE COM E LE
ري د	20	14	17	15	23	31	. 3	GE DISTR COMPUTAT LEVEL
6	,	23	20	7	33	18	13	
7	12	13	19	19	80	13	13	BLTICK ON STANINES
8	7	12	15	13	- <b>G</b>	0	2	2 NE
9	*	19	69	24	03	04	03	S

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		NATE NORM GRP	٥	vi		w	۵,	-
<i>,</i> .	1	*	01	o	63	03	c	C
	2	, 7	10	0	90	05	93	0
	w	12	0	0	04.	07	10	16
STANINE	•	17	11	04.	95	15	05	20
3NI	Un	20- 17	69	13	7	22	23	19
	6	17	3 12	28	21	18	N S	25
ŀ	7	12	20	12	**	15	19	9
	<b>œ</b> }	7	17	17	17	10	80	9
	<b>,</b>		25	24	. 15	05	05	05

★ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. consistent fashion from one, grade to clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each Starfine scores are derived by dividing another as shown in the charts above. unit enablés scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that ment. Grade-level performance at each from one grade to another. This constant middle three stanines - 4, 5, and 6 -The lower three stanines denote The

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1973-74	1974-75	SCHOOL	
649	942	Au.	,
0.5	0.8	MEMBERSHILY	
53.8	66.1	* BLACK	STU
45.7	33.1	& HISPANIC WHITE AND OTHER AND	STUDENT TRENDS
13.0 ,95.0	22.6	TRA	RENDS
, 95 . 0	94.2	ATTENDANCE RATE &	
	.2	ADMINIS ADMINIS	
23	42	ADMINISTRATORS' INSTRUCTIONAL	
1	13	PERSONIER	
21.7	21.5	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	. <i>1</i>
8.7	_	* BLACK * HISPANIC	STAFF
69.6		W	STAFF TRENDS
26.7	22.2	MA WITH	S
9.1	6.5	THE WE LESS OF THE SERVICE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A STATE OF A S	
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		AC+	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	GRADE EC	UIVALENT	SCORES 1				•	
GRADE	4.0		2		3		. 4		5		6	-
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	56	*49	99	88*	<b>4</b> 23	**01	141	108*	148	<b>*</b> 06	140	110*
READING MEDIAN	1.8	1.8*	2.6	- 2.7*	3-4	3.7*	3.9	4.7*	5.6	5.7*	6.2	6.8*
MATH COMPUTATION	2.1	2.3*	3.0	2.9*	。 <b>4-3</b>	4.1*	4.1* 4.8	5.1*	6.5	6.8*	6.9	8.0*
MATH CONCEPTS MEDIAN 2	2.2	N A	2.9	Z D	3.9	N	4.7	NA	. 6.5	NA	7.1	Z A
NATIONAL NORM	1.8	1.8	2.8	ੁੰ 2.8	3.8	3.8	4.8	4.8	5,8	5.8	6.8	6.8
				•				*				•

		밁	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED N	EANS -	1974-79	5 3					
SUBJECT		_	READING	-,			MATH	MATH COMPUTATION	ATION			МАТН	MATH CONCEPTS	PTS	
GRADE	2	з	4	51	6	2	သ	4	51	6	2	3	4	51	6
DIFFÉRENCE	-0.1	-0.1	-0.2	+0.0	-0.1 -0.1 -0.2 +0.0 -0.2 -0.1 +0.2 -0.3 +0.4 +0.	-0.1	+0.2	-0-3	+0.4	+0.0	-0.2	+0.0	-0.2	<b>+0.</b> 8	=0.2 +0.0 =0.2 +0.8 +0.2
PUPILS TESTED."	89	96	111	123	68 96 111 123 106		96	70 96 110 122 10	122	106	70	96	110	96 110 422 106	106
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION

MATH CONCEPTS STANINES

8Y GRADE LEVEL

PERCENTAGE DISTRIBUTION OF READING STANINES **BY GRADE LEVEL** 

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GRADE LEVEL	MATH COMPUTATION	PERCENTAGE DISTRIBUTION
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	MATH COMPUTATION STANINES	2

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20	25	22	17	20	16	
17	80	15	9	- - -	16	9
12	06	Ü	90	90	10	
7	04	0	03	0	04	4
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stanines progressively higher, levels of grade-level test into nine equal portions. achievement. Stanines one and two indenote, "about average", levels of achieve progressively lower, and the three highe grade is at about the middle of stanine the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above use essentially the same metric, or unit, clude very low scores and, to the extent middle three stanines - 4, 5, and 6 unit enables scores to be organized in a Stanine scores are converted scores that ment. Grade-level performance at each consistent fashion from one, grade to from one grade to another. This constant The lower three stanines denote The

> eight and nine indicate very high levels answer only at about chance level of the relatively strong skill deficits. Stanines expected by marking answers without readanswering almost all questions correctly ing the questions. Stanine nine scores test; that is, in about the score range of skill. Pupils scoring in stanine one that the test scores are valid, indicate indicate near perfect performance; that is,

shown to the right of the term "NATL NORM ative populations, and that the more expercent of the pupils tested in the norm GRP" shown above. Note that stanines norm group scoring in each stanine is tour, tive, and six include the middle 54 The percentage of pupils in the nationa

> cents up to and including that stanine. pupils at or below any particular stasmaller percentages. The percentage of three (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the normanine may be computed by adding all pertreme stanines contain progressively

at the higher stanines. grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one have some pupils at the lower and some achievement average, most schools will By inspecting the stanine distribution may develop a notion about the hetero-

		Je 10 1		
	1973-74	1974.75	SCHOOL YEAR	
	1006	957	A1, '	•
	32.1	38.1	MEMBERSHIP &	
	58.3	38.5	* BLACK	ราบ
	29.6	23.4	* HISPANIC  * WHITE AND	STUDENT T
	12.9	14.2	TRI	TRENDS
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	2	2	ADMINITE &	٠
	54	. 46	ADMINISTRATORS INSTRUCTIONAL	
	22	14	STAFFONAL BOTI	
	23 .8	23.9	PERSONNEL	,
	0.0	2.2	* BLACK	STAFF
	76.2	73.9	* HISPANIC  * WHITE AND	F TRENDS
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	7.9	8.7	MA OF HIGHER  A A A TE A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A TE A A T	
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	-	ACH	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	GRADE EC	UIVALENT	SCORES 1		o	c	,	
GRADE			2		3		4	•	5		6	
SCHOOL YEAR	1974-75	1973-74 1974-75	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	<b>\$1</b> \$	102	135*	150	136*	151	145*	147	136#	131	148*
READING MEDIAN	1.7	1.8*	1.8* 2.4	2.8*	2.8* 3.2	3.4*	3-5	4-1*	5-2	5.5*	6.0	6.1*
MATH COMPUTATION MEDIAN	1.8	1.9*	1.9* 3.4	3.3*	4.4	4-6*	5.2	5.1*	6.4	6.5*	6.7	6.9*
MATH CONCEPTS MEDIAN 2	1.8	N A	, 2.8 §	NA	6,-2	N A	4.5	Z >	. 5.0	Z >	6.8	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	<b>4</b> .8	4.8	5.8	5,8	6.8	6.8

	-	밀	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS 1974-75 3	AND ATT	AINED N	EANS	1974-75	4		٠.			
SUBJECT			READING	<u> </u>			MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	4	5	6	2	ယ	4		6	2	3	4	51	6
DIFFERENCE	+0-0	+0.0	+0-0	+0+1	+0.0 +0.0 +0.0 +0.1 -0.1 +0.4 +0.1 +0.3 +0.1 -0.	+0-4	+0.1	+0.3	+0.1	-0.4	+0.1 *+0.3 +0.1 =0.4 +0.0	*+0.3	+0.1	-0.4	+0.0
PUPILS TESTED 4	18	134	118	130	81 134 118 130 117 80 131 118 130 11	80	131	118	130	1117	80	131	118	80 131 118 130 117	117
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In 1973-74 one-half the schools were administered the "Old" Stanford test., All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

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PERCENTAGE DISTRIBUTION
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#### PERCÉNTAGE DISTRÍBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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	16	17	18	¥	14	11	13	24
	7	12	10	ø	80	13	0.8	9
	<b>OB</b>	7	07	90	07	09	9	40
	9		40	0	10	9	90	0

### $\star~0~-$ At least one pupil but less than 0.5% scoring in this stanine

unit enables scores to be organized in a achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to five. The lower three stanines denote denote "about average" levels of achieve the range of skill, encompassed by each Stanine scores are derived by dividing from one grade to another. This constant clude very low scores and, to the extent ment. Grade-level performance at each middle three stanines - 4, 5, and 6 use essentially the same metric, or unit, Stanine scores are converted scores that The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

STUDENT TRENDS  STAFF TRENDS  STAFF TRENDS  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  OR				
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TUDENT TRENDS    STAFF TRENDS   ORG   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison   Org   Comparison	62.0		MBERSHIP &	لا
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STAFF TRENDS   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   ORG   O	94.2	94.2	ATTENCY	
STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	. 2	-	ADMINICE ADMINICE	
STAFF TRENDS  ORG  REAL CX  ARIS ARIS ARIS ARIS ARIS ARIS ARIS ARIS	32	28	INSTRUCT	U
STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	18	13	PEOTHE	
TAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	31.2	42.9	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
		-	* HISO	STAFF
	62.5	r	OFFE	TREND
000 CRG	20.6	23.3	MA & WILL	Š
NA TON ORG	6.2	7.2	A VG VEAD	
SE SENTING OF G	1111	82	UTILL PLAN	
ANIZATIONAL TRENDS	Z >	798	PEDENTINO	ORG.
ANAIL ONAE	2	2	CONTRACTED PERENCTED	TRENDS
			PUPIL	ONAC

6.8	8.8	5.8	5.8	4.8	4.8	3.8	3.8	2.8	2.8	1.8	1.8	NATIONAL NORM
	<b>0.</b> 8	2>	. 7.6	o ^x	4.2	N A	3.2	2 >	2.4	2	1.9	MATH CONCEPTS MEDIAN 2
	6.4	5.7	7.5	4.8	4.6	3.0	3.5	2.5	2.9	1.8	1.6	MATH COMPUTATION MEDIAN
	5.1	*• 5	5.3	3.1	3.0	2.6	2.7	1.7	2.1	1.5	1.8	READING MEDIAN
1	Į.	16	0.4	116	.68	101	85	104	68	90	62	PUPILS TESTED
1973-74	1974-75	1973-74		1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
1 -	6		(m		, ,		-	2				GRADE
1					SCORES 1	QUIVALEN	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS	HEVEMEN	° AC		

Ċ.

		•	DF	FERENC	E N EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	IEANS -	1974-75	ü					
	SUBJECT	,		READING .	•			HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	SF	
	GRADE	2	ω	4	5	6	2	ω	4	5	6	2	ω	•	ۍ	6
4	DIFFERENCE	-0-1	+0.1	-0-3	<b>*0.</b>	+0 ₀ 2	-0.1 +0.1 -0.3 +0.4 +0 ₆ 2 +0.1 +0.0 +0.4 +1.1 +0.	+0.0	<b>*0</b> • <b>¢</b>	+1.1	+0.2	-0.2 +0.1 +0.3 +1.9 +0.3	+0-1	+0.3	+1.9	+0-3
	PUPILS TESTED 4	55	66	55 66 61	79	2	58	66	58 66 61 79	79	61	58	66	19	79	61
							9									

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in \$974.75.

^{3.} The difference is found by subtracting the expected score from the active score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

⁴ The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
CF MATH CONCEPTS STANINES
BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF READING STANINES
BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

		GRAT.		n		, N C	7	
		NATL NORM GRP	o	ហ	4	w	2	-
•	<b></b>	4	C7	11	17	06	12	33
	2	7	10	10	24	19	24	21
	u ,	12	18	18	28	29	24	07
CTANTNE		17	29	. 19	20	28	14	10
1 E	J.	20	19	15	90	Ó.	12	14
	· 6	. 17	°08	08	03	13	08	23
	7	12	40	12	10	10	05	07
	80	7	5	05	0	0	Cł	03
	•	*	2	٥	0	0	0	60
	-		<u> </u>		•			

		SEP NAT		•	n 🖰 3	<b>*</b> 70 G	7	
		NATL NORM GRP	6	v	4	w	2	-
	1	*	0	50	04	06	80	10
	2	7	06	90	12	90	12	17
	w	12	17	12	22	23	10	23
STANINE	4	17	24	9	24	26	23	14
I NE	5	20	.13	11	19	29	17	13
-	۰ ۵	17	20	12	9	80	13	=
	7	12	0.8	19	07	10.	90	17
	<b>6</b> 0	7	C5	13	0	Q	80	င္မ
	9		04	11	0	10	40	2
ь							<u> </u>	

		NATL GRP		•	נטח	> 70 0	ה	
		P % T	٥٠	U	4	w	2	-
	1	4	07	9	90	ဂ	9.0	07
	2	7	07	0	28	<b>1</b> 4	14	=
	u ·	12	18	07	15	20	18	13
STANINE	•	17	33	0	17	29	21	80
A NE	5	20	11	13	16	2-8	18	27
	6	17	05	1,	12	03	15	/بنند
	7	12	06	10	05	05	05	8
	<b>a</b>	7	07	13	2	01	, Ó1	=
	9	•	06	22	0	<b>#</b> 0	10	10
						•		

## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that clude very low scores and, to the extent achievement. Stanines one and two infive. The lower three stanines denote ment. Grade-leve performance at each middle three stanishes - 4, 5, and 6 -The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	·	_	
1973-74	1974-75	SCHOOL YEAR	
168	899	Au	
93.4	95.5	MEMBERSHIP	
5 °.0	0.4	* BLACK	ints.
6-1	4.1	* HISPANIC  * WHITE AND	LUDENT, FRENDS
9.9 95.0	15.7	TRA	RENDS
95.0	94:5	ATTENDANCE RATE &	
_	2	ADMINICE ADMINICE	
34	37	ADMINISTRATORS INSTRUCTIONAL	
21	=	STAFFONAL	
32 • 4	37.8	PERSONNEL	
	2.8	* BLACK	STAF
2.9 64.7	59.4	* HISPANIC * WHITE AND	STAFF TRENDS
25.6		OTHERAND	DS °
. 8.2	8.9	GHEE	
93	107	RIENCHING	
2 >	665	UTILIZATION  OPERATING  PERPENSES	OR.
2 >		EXPERATING CONTRACT EXPERACY EXPERACY	ORGANIZATION TRENDS
٥		CONTACTEO  EXPENSES  PER PUPIL	SSIONAL
Щ.			

1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.7			ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1			•		
1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1974.75 1974.75 1973.74 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.75 1974.7	GRADE	_		2		63		4		5		6	٠
AN 2.2 2.4* 2.5 2.9* 3.0 3.2* 3.3 3.4* 4.2 ATION 2.2 2.2* 3.2 3.4* 3.7 3.5* 4.3 4.2* 4.6 SMEDIAN 2 2.4 NA 3.2 NA 3.2 NA 4.8 5.8 MM 1.8 1.8 2.8 2.8 3.8 3.8 4.8 4.8 5.8	SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
AN 2.2 2.48 2.5 2.98 3.0 3.28 3.3 3.48 4.2 ATION 2.2 2.28 3.2 3.48 3.7 3.58 4.3 4.28 4.6 SMEDIAN 2 2.44 NA 3.2 NA 3.2 NA 4.0 NA 5.0 F	PUPILS TESTED	103	112*	95	* 119*		106*	98	119*	134	105*	123	\$66
ON 2.2 2.2* 3.2 3.4* 3.7 3.5* 4.3 4.2* 4.6 IEDIAN 2 2.4 NA 3.2 NA 3.2 NA 4.0 NA 5.0 I							1	ı	•	,	. 2	2	- O
ION         2.2         2.2**         3.2         3.4**         3.7         3.5**         4.3         4.2*         4.6           WEDIAN 2         ,2.4         NA         3.2         NA         3.2         NA         4.0         NA         5.0         I           WEDIAN 3         1.8         1.8         2.8         2.8         3.8         3.8         4.8         4.8         5.8         I	READING MEDIAN	2.2	2.4*	2.5	2.9*	3.0			3.48	**	•	•	3.04
MEDIAN 2 , 2.4 NA 3.2 NA 3.2 NA 4.0 NA 5.0	MATH COMPUTATION	2.2	2.2*	3.2	3.4*	$\overline{}$		ļ	4.2*	4.6	4.7*	5.2	6.0*
1.8 1.8 2.8 2.8 3.8 3.8 4.8 4.8 5.8	MATH CONCEPTS MEDIAN 2	2.4	z >	3.2	Z	3.2	NA	4.0	NA	5.0	NA	5.0	Z >
	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	8.3

104 00 114	•••	00	¥0.1	14	101	*11	88	104	104 88 114	91 104 88 114 101	1114	89	104	16		PUPILS TESTED 4
101		6	2000	-3 +0.6 +0.0 +0.4 +0.4 +0.0	0.5	<b>†0.</b> 2	6.4	0.0	+0.5	+0.1 -0.1 +0.2 +0.2 +0.5 +0.0 +0.4 +0.2 +0.	*o*	+0.2	-0.1	1.0+	7	DIFFERENCE
6	5 5		ω	2	6	5	4	ω	2	6	57	4	ω	. 2		GRADE
	SIG	MATH CONCEPTS	HIVW	,		ATION	MATH COMPUTATION	MATH				READING	<b>30</b>		•	SUBJECT
		f		,	3	197475	EANS -	AINED M	ND ATT	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	E IN EX	FERENC	DIF			-

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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BY GRADE LEVEL	MATH C	PERCENTAGE CISTRIBUTION

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

172

BY GRADE LEVEL

		PATE	6	u	4	ພຼ	~	-
_	_	4	<b>C9</b>	07	06	0	63	03
	2	7	26	13	13	20	13	8
	·	12	29	37	6	20	15	5
STANINE	4	17	22	21	17	28	27	5
NE NE	, Lin	20	09	14	21	20	18	21
	6	17	65	04	03	07	15	12
	7	12	01	04	0	10	120	17
	<b>6</b> 0	7	0	0	0	0	° C4	80
•	9	4	0	0	01	0	<b>01</b>	75
			<u> </u>	_	_			

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		NATE NORM GRP	6	J1	<b>4</b>	w	~	-
	Ţ	_ •	9	03	05	90	90	0
	2	7	17	19	21	16	10	80
	w	12	26	31	22	15	80	90
STANINE	4	17	22	18	16	17	07	80
NE NE	5	20	14	17	13	20	17	25
	6	17	09	07	80	=	16	14
	7	12	04	03	9.0	80	14	14
	8	, . 7-	0	10	0,4	0	16	10
	9	5 -	. 0	0	90	05	05	12
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		٠.	SRP.		-	n 🔾 Þ	> 70 G	י	
	•		NATL NORM GRP	٥	υī	٠,	w	2	_
		1	*	14	11	05	40	10	10
		~	7	22	21	17	18	05	03
		w	12	34	19	21	15	8	05
	STANINE	•	17	15	19,	23	28	12	12
^	3N1	us	20	12	20	21	13	25	. 7
		6	17	.04	06	09	13	19	20
		7	12	0	03	03	03	16	20
į		œ	7	*	5	10	0	13	15
		9	•	0	0	0	01	10	10
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★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of denote "about average" levels of achieve-Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote from one grade to another. This constant The

relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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		:	
1973-74	1974-75	SCHOOL YES	
845	928	110	
13.1	12.7	MEMBERSHIP Y	
34.5	37.6	* BLACK	STU
52-4	7.64	* WHITE AND	STUDENT T
52-4 13-4	11.9	TRA TO	TRENDS
4.046	93.7	TRANSIENCY RATE &	
2	2	ATTENDANCE PATE & ADMINI	ŀ
34	38	ADMINISTRA TORS	_
20	14	STAFFONAL	
32.4	31.5	PERSONNEL	•
8	2:.7	* BLACK	STAI
58.8	65.8	8 WILL	STAFF TRENDS
16-7		OTHER AND	SON
7.7	8.1	OR HIGHER F.A. T.E.	
98		FRIENCHING	-,
Z	673	OPENATION	OR
Z >	_	CONTRACTED  EXPENSES  CONTRACTED  EXPENSES	GANIZATIO TRENDS
		CONTRACTED PER PURES	TIONAL

· \ \		AC	HEVEMENT	TRENDS	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1					
GRADE		_	2	_	63		. 4	,	5		,	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	99	94	811	112	131=	118	136	125	134	139	158	142
READING MEDIAN	1.5	1.5	2.4	. 2.2	3, 6	3-4	4.4	4.2	4.8	† &	5. 9	5.7
MATH COMPUTATION	2.0	2.0	2.7	3.1	<b>3.</b> 8	4.6	5.1	5.0	5.6	5.6	7.5	7.5
MATH CONCEPTS MEDIAN 2	2.0	NA	2.7	N,	5.0	NA	5.4	2 >	5.6	Z	6.5	Z
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	<b>5</b> .8	5,8	6.8	6,8
	j									_		

SUBJECT         READING         MATH COMPUTATION         MATH CONCEPTS           GRADE         2         3         4         5         6         2         3         4         5         6_           DIFFERENCE         +0.0         +0.2         +0.1         -0.4         +0.2         -0.2         +0.0         -0.3         -0.4         +0.1         +0.8         +0.1         +0.0         +0.0           PUPILS TESTED 4         94         115         114         117         146         94         115         115         115         115         115         115         115         115         115         115         115         115         115         116         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115         115			밁	FERENC	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	AND ATT	AINED N	EANS -	1974-75	3			,		
2 3 4 5 6 ° 2 3 4 5 6 2 +0.0 +0.2 +0.1 -0.4 +0.2 -0.2 +0.0 -0.3 -0.4 +0.4 +0.4 +0 94 115 114 117 146 94 115 115 115 146	SUBJECT			EADING				MATH	COMPUT	ATION			MATH	CONCE	PTS	1
+0.0     +0.2     +0.1     -0.4     +0.2     -0.2     +0.0     -0.3     -0.4     +0.4     +0       94     115     114     117     146     94     115     115     115     146	GRADE	2 .	သ	4	σ ₁	ტ	, 2	ω	4	្ចហា	б	2	သ	4	5	္ပတ
94 115 114 117 146 94 115 115 146	DIFFERENCE	+0.0	+0.2	+0.1	9	+0.2	0.2	+0.0	-0-3	•	+0+	+0+1	*0 <b>.</b> 8	0.1	*0.0	•0•0
	PUPILS TESTED .	94	115	114	117	146	94	115	115	115	146	9	115	1115	115	146

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Congers is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 this cab-63 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

		PR A				. ~ •	•	
		SRP SRP	6	v	4	w	2	1
			40	03	01	04	03	15
	2	, 7	11	10	20	17	11	16
	·w	12	20	26	22	12	22	15
STANINE	4	17	1.8	27	16	15	22	80
I NE	ر ن	2 <b>C</b>	17	81	20	20	23	18
	Φ.	17	15	80	20	15	12	07
	7	12.	9	95.	10	9.0	4	12
	œ	7	40	0	10	<b>C7</b>	. 0	90
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		NATE NORM GRP	6	S	4	w	. 2	-
5	1	4	10	0	10	10	12	10
	2	7	20	=	07	40	12	9
,	w	12	90	8	13	14	10	9
STANINE	*	17	19	17	19	26	19	16
I NE	5	20	16	20	22	21	23	26
	6	17	25	=	117	22	12	13
	7	12	13	9	9	11	05	12
ł	œ	·7	06	90	CS .	2	90	0
	9		90	07	90	10	0	13

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES OF GRADE LEVEL
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		R P T L	6	w,	*	w	N	7
	1	4	60	05	10	ဂ	03	10
	2	7	10	05	03	0	15	04.
	w	12	11	11	10	05	15	=
STANINE	٠.	1.7	15	24	12	12	90	16
NE NE	vs	20	23	20	23	19	20	25
i	6	17	, 1 ₉	15	20	25	16	20
	7	12	06	07	12	13	14	19
	œ	7	8	80	11	10	9	90
	vo		06	07	0	13	03	0
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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine grade-level test into nine equal portions. Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, clude very low scores and, to the extent denote "about average" levels of achievethe range of skill encompassed by each consistent fashion from one, grade to Stanine scores are converted scores that middle three stanines - 4, 5, and 6 five. The lower three stanines denote ment: Grade-level performance at each The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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197374	1974-75	SCHOOL YEAR	
926	976		
c	0.4	MEMAGE BAILY MEMBERSHIP BOLACE	,
77.2	1-08	8 410	STUDENT
22.4 13.6	1.9-5	* WHITE AND	ENT TE
13.6	12.6	TRA	TRENDS
95.6	94.7	ATTENDANCE RATE &	
1	1	ADMINION ADMINION	
32	38	ADMINISTRATORS INSTRUCTIONAL	
22	12	PERSON!	
21.9	21.1	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
15.6	23.7	* BLACK  * HISPANIC	STAF
62.5	55.2	* WHITE AND	STAFF TRENDS
16.7	16-2	MA 8 WIL	DS .
10.7	9.7	1/0.76	:
90	91	ANG THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF THE REST OF TH	
RA.	710	UTILIZATION EXPENSES  CO	ORG
2×	~	CONTRACTED  EXPENSES  FER ENSES  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO PLACE  TO	ORGANIZATIONAL TRENDS
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		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	JUIVALENT	SCORES 1	į		1		
GRADE					Š				ĵ,			
SCHOOL WEAR	1974-75	1973-74	1974-75	1973-74. 1974-75	1974-75	1973-74	1974-75	1973-74		1973-74	1974-75	1973-74
PUPILS TESTED	82	86*	79	*66	92	115*	112	126*	132	143*	145	118*
READING MEDIAN	2.1	1.8*	1.8* 2.5	2-8*	2-8* 3-7	3.1*	3.6	3.8*	<b>1.</b> 8	4.72	5.4	5.6*
MATH COMPUTATION .	2.0	1-8*	2.9	3.3*	3.9	4.0*	5.2	4.78	,5 <u>.</u> 9	5.6*	7.2	7.2*
MATH CONCEPTS MEDIAN 2	2.1	2 >	2.7	2	4.2	2 >	4.2	NA	5.8	2 >	6.2	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	9.8	5.8	8.3	6.8
C.			•									

		PIF	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	ND ATT	W GBNIV	EANS -	1974-75	ນ					
SUBJECT		20	READING	-			MATH	MATH COMPUTATION	ATION			HTAM	MATH CONCEPTS	STS	
GRADE	2	ω	•	5	6	2	3	•	5	6	2	3	4	σì	6
DIFFERENCE	-0-1	+0.2	+0.0	1.0+	-0.1 +0.2 +0.0 +0.1 +0.0 +0.1 -0.1 +0.4 +0.4 +0.2 +0	1.04	-0-1	+0-4	+0 • 2	+0.2	-0-1 -0-2 -0-1 +0-3 -0-1	-0-2	-0 <u>-</u> 1	+0.3	<u>.</u>
PUPILS TESTED .	65	74	93	120	65 74 93 120 128 65 74 93 120	65	74	93	120	128	•5	50	93	50 93 120 128	128
				1		-									

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An exterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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BY GRACE LEVEL	UF READING STANIN	PERCENTAGE CIVIN
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	ΈS	801104

96 16 22 24 21 91 96 16 23 23 10 08 0 0 12 17 2C 17 11 56 0 22 17 13 98 08 01 91 24 26 23 09 04 0 0 26 29 12 10 03 C3 01 12 17 20 17 12 7 4
24 21 91 10 08 0 17 11 66 98 08 01 09 04 0 10 03 03 17 12 7
21 91 08 0 11 66 08 01 04 0 03 03 12 7
01 01 01 01 01 01
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL				
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DISTRIBUT MPUTATION EVEL		GR.	X	ñ,
DISTRIBUT MPUTATION EVEL		30,4	7	VT A
		Ę	5	
		Æ	PUT	510
			I V	TR
STANINES	/		Ö	181
ANINES			ST	110
S S S			7	7
			S W	

		SRP NAT		r	n Ø 3	<b>₽</b> Ø	0	
		NOR M GRP	. •	5	•	w	2	
	1	٠,	0	10	05	03	0	٥
•	2	7	05	10	9	06	07	90
	u	12	11	12	9	90	80	5
STANINE	4	17	16	19	18	15	26	17
NE	v		22	23	21	15	25	24
	۰	17	25	20	16	29	13	15
	7	12	12	Ξ	1,	1,	12	80
	œ	7	<b>C</b> 5	C3	CS	80	<b>C</b> 8	C3
	9	*	0	0	0.3	0.3	03	15

PERCENTAGE DISTRIBUTION
CF MATH CCNCEPTS STANINES **RY GRADE LEVEL** 

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		200		-			-		
		28.4	Φ	5	*	ŵ	N	-	
	1	4	06	ဂ	05	ဂ	07	n	
	₽	7	40	93	16	0	, ,	2	
	w	12	12	16	17	12	16	5	
ST AH		17	23	16	16	17	14	19	
NE.	v	20	22	, 25	22	20	22	21	
	۰	17	20	22	13	28	=======================================	17	
	7	12	9.0	09	05	17	10	15	
	<b>39</b>	7	0.4	03	£0	03	05	07	
	v	•	03	10	0	0	0,	9	
	STANINE	3 4 5 6 7 8 Stanine	7 12 17 20 17 12 7 2 3 4 5 6 7 8 STANINE	06 04 12 23 22 20 06 04 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8 STANINE	C C6 16 16 25 22 09 03  06 04 12 23 22 20 06 C4  4 7 12 17 20 17 12 7  1 2 3 4 5 6 7 8  STANINE	05 16 17 16 22 13 05 03 C 06 16 16 25 22 09 03 O6 04 12 23 22 20 06 04  4 7 12 17 20 17 12 7  1 2 3 4 5 6 7 8	C 0 12 17 20 28 17 03 05 16 17 16 22 13 05 03 C 06 16 16 25 22 09 03 06 04 12 23 22 20 06 04 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	07 14 16 14 22 11 10 05 C 0 12 17 20 28 17 03 O5 16 17 16 22 13 05 03 C 06 16 16 25 22 09 03 O6 04 12 23 22 20 06 04  4 7 12 17 20 17 12 7  1 2 3 4 5 6 7 8	C 01 10 19 21 17 15 07  07 14 16 14 22 11 10 05  C 0 12 17 20 28 17 03  05 16 17 16 25 22 09 03  06 04 12 23 22 20 06 04  4 7 12 17 20 17 12 7  1 2 3 4 5 6 7 8

# At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of grade level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, ment. Grade-level performance at each middle three stanines - 4, 5, and 6 from one grade to another. This constant Stanine scores are converted scores that five. The lower three stanines denote the range of skill encompassed by each The

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shown to the right of the term "NATL NORM. norm group scoring in each stanine is ative populations, and that the more ex percent of the pupils tested in the norm GRP'7shown above. Note that stanines four, five, and six include the middle 54 The percentage of pupils in the national

> pupils at or below any particular stasmaller percentages. The percentage of cents up to and including that stanine. nine may be computed by adding all perthree (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the normatreme stanines contain progressively

at each grade level for the school, one at the higher stanines. have some pupils at the lower and some achievement average, most schools will grade. No matter what the school geneity of achievement lexels at that may develop a notion about the hetero-By inspecting the stanine distribution

ا من	: 		•.
1973-74	1974-75	SCHOOL YEAR	
695	816	A	
0.9	1.7	MEMBERSHILY  & BI	
38.7	49.2	* BLACK	STUE
4.09	49.1	* WHITE AND	STUDENT TRENDS
38.7 60.4 43.7	21.9	TAC	RENDS
3.46	93.3	ATTENDANCE ATTENDANCE	
-	2	ADMINICE &	
26	<b>\$</b> 2	ADMINISTRATORS INSTRUCTIONALS STAFF	
16	12	OTHER PERSON!	
23 - 1	19.3	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
0.0	,7•1	8 HIS	STAF
0.0 76,9 30.0	73.9	* HISPANIC  * WHITE AND	STAFF TRENDS
0-06	23.0	MA & INI	DS
10.3	7.9	1 70.760	
113	108	HER ROS G	•
NA	726	OPENATION	ORG
NA	2	PER PURIL PER PURIL CONTRACT EXPENSES	GANIZATION TRENDS
		CONTRACTEO PER PUPIL	TIONAL
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		AC	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1			g.	,	
GRADE	_		2		3	)	4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74	1973-74	1974.75 1973.74	1973.74	1974-75	1973.74	1974.75	1973-74	1974-75	1973-74
PUPILS TESTED	7 112	82*	106	102*	105،	116*	123	95*	90	124*	151	102*
READING MEDIAN	. 1.7	1.9*	2.5	3.6*	3.9	+.1*	4.9	4.7*	6.2	5.5*	6.3	7.5*
MATH COMPUTATION MEDIAN	2.1	2.1*	3.0	3.7*	4.5	4-6*	5.5	5,70	6.6	6.9*	6.7	9.3*
MATH CONCEPTS MEDIAN 2	2.1	2 >	2.9	2.9 " NA	5.0	NA	5.4	N A	6.2	Z	6.8	Z Þ
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4 8	8	5.8	8.8	6.8	8.3

		DIF	FERENC	E IN EX	PECTED ,	DIFFERENCE IN EXPECTED AND ATTAINED MEANS 1974-75 3'	AINED N	EANS -	197475	ű.				,	
SUBJECT		<b>T</b>	READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPT	P/S	
GRADE	2	ω	•	σ	6	2	ω [*]	4	5	6	2	ω	•	5	6
DIFFERENCE	-0-1	-0.5	+0.3	•0.0	- -	-0.1 -0.5 +0.3 +0.0 -0.1 +0.0 -0.1 +0.2 -0.1 -0	-0-1	2*0+	- - -	₩.5	.5 +0.0 +0.0 +0.2 -0.2 -0.4	+0.0	+0.2	-0.2	
PUPILS TESTED .	69	86	93	70	· 116	69 86 93 70 116 70 86 92 70	86	92	70	116	70	86	92	70	116

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- 4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.



PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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		NATE.	0	<b>)</b> 5	٠,	w	2	-	
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STANINE		17	14	11	20	1,	14	=	
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	9		90	09	9	03	40	10	

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINGS BY GRACE LEVEL

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		NAT L NOR M GRP	•	ۍ.	•	w	N	-
	-		C	c	10	10	13	2
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3N J	5	20	22	22	29	17	19	19
	6	17	16	-	19	17	22	25
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	9		2	03	9	05,	2	2
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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

stanines progressively higher, levels of grade-level test into nine equal portions. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that denote "about average" levels of achieve another as shown in the charts above. clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing from one grade to another. This constant five. The lower three stanines denote ment. Grade-level performance at each the range of skill encompassed by each

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

smaller percentages. The percentage of pupils at or below any particular starnine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75	SCHOOL YEAR	1	•
959	919	AL. 1		
35.4	41.0	MEMBERSHIP.		
35.4 27.9	27.0	* BLACK	uts "	
36-7	32.0	* HISPANIC	STUDENT TRENDS	
29.5	27.0	* WHITE AND OTHER AND TRANSIENCY	RENDS	
92.4	91.6	ANSIENCY ATTENE	7	
. 2	2	ATTENDANCE &	,	
14	42	ADMINISTRATORS INSTRUCTIONAL STAFF		
29	14	STAFFONAL PERSONE	,	
24.4	28.5	"VE,		
2.4	74.1	* BLACK	STAF	
73.2	64.4	& HISPANIC  & WHITE AND	STAFF TRENDS	
22.7	16.6	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	DS	
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		ACH	HEVEMENT	TRENDS	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE		*	2	•	3	1	. 4		. 5		6	,
SCHOOL YEAR	1974-15.	5. 973-74	1974-75	1973-74	1974-75	1973-74 1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	139*	132	128*	√,109	<b>\$5</b> \$	104	142*	_, 114	134*	119	. 77*
READING MEDIAN	1.1	1-5*	2.2	2.2*	2.8	3.4*	3-6	3.5*	4.2	4.4*	5.3	*9*
MATH COMPUTATION MEDIAN	1.5	1-6*	1_6# 2_7 2_4#	2.4*	3.7	4.1×	4.5	451*	5.1	5.1*	5.7	6.0*
MATH CONCEPTS MEDIAN 2	1.4	N A	2.5	N N	3.6	NA	4•0 •	NA	5.0	NA	5.6.	2 >
NATIONAL NORM	1.8	1.8,	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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SUBJECT  READING  READING  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MATH COMPUTATION  MAT			DIF	FERENC	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	MEANS -	1974-75	3		f.		•	
2 3 4 5 6 2 3 4 5 6 6 2 3 4 5 6 100 100 100 100 100 100 100 100 100 1	SUBJECT			EADING	,		<b>)</b>	MATH	COMPUT	NOITA	3		MATH	CONCE	PTS	- ,
108 90 75 102 109 106 91 76 100 109	GRADE , ,	2	ω	4	⁹⁹ τυ	6	2	3	4	5	6	2	3	4	, 21	6
108 90 75 102 109 106 91 76 100 109	DIFFERENCE	T-0-	<b>+0.</b> 0	1.0	-0-6	0.2	<b>*</b> 0 • 0	1.0+	.4.0 <del>-</del>	\$.0	<b>=</b> 0.3	1.0+	+0.0	<b>-0.5</b>	0.1	•0•0
	PUPILS TESTED 4	108	06	75	102	109	106	91	76	100	109	106	91	. 76	100	109

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (** denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF READING STANINES.

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
TO OF MATH COMPUTATION STANINES
BY GRADE LEVEL

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		NATL NORM GRP	• *	u	4	, M	2	-	
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	2	7	16	15	20	17	19	36	
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STANINE	4	17	21	23	26.	23	6.2	12	
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### ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. from one grade to another. This constant stanines progressively higher, levels of another as shown in the charts above. unit enables scores to be organized in a Stanine scores are converted scores that clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to use essentially the same metric, or unit, five. The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75	SCH	
-	<del>-</del>	SCHOOL YEAR	-
. 704	745	AR AVERAGE DAILY MEMBERSHIP	
0.4	0.6	MBERSHIP	
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25.9	32.1	8 410	STU
73.7	67.3	* HISPANIC	STUDENT .
_	- 1	% WHITE AND	TRENDS
14.0	12.0	A	NDS
95.3	92.9	RATE &	
Ü	(ف,	RATOANO	
_	_	ADMINISTRATORS	
		NISTRATO	
26	32	INSTRUCTIONAL STAFF	
14	. 9	AFFONAL	
_		PERSONNEL	
19.2	21.8	* BI	
11.6	18.8	* BLACK	STA
69.2	59.4	* HISPANIC	STAFF TRENDS
		W.	END
19-4	17.8	TO THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY OF THE TOTAL PROPERTY	, 
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107	107	SR HIGHER TERMS OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF	
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GRADE	_		. 2	•	3	3	. 4	•	5	•	6	
SCHOOL YEAR , 19	1974-75	1973-74	1973-74 1974-75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	72 .	62	78	96	91 .	92	98	103	. 107	93	111	123 ·
READING MEDIAN	2.2	2 2 0	3.0	3.2	4.5	4.2	4 . B.s.	4.8a 4.5	6.5	5. 7	7.6	7.4
MATH COMPUTATION MEDIAN	1.7	2.4	2-4 5 3-7	3.5	4.6	4.4	5.1	5.4	640	6.2	8,-3	7.5
MATH CONCEPTS MEDIAN 2	1.9	2	3.7	NA	5.0	NA	5.2	NA	5.9	'N A	7.6	<b>S</b> ** >
NATIONAL NORM	1.è	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

K &.				
PUPILS TESTED .	DIFFERENCE	GRADE .	SUBJECT	
63	+0.1	. 2		
74	+0.3	3		DIF
85	1.0-1	4	READING	FERENC
95	+0+3	σı		E IN E
63 74 85 95 94 62 74 84 95	+0.1 +0.3 -0.1 +0.3 +0.2 +0.3 +0.2 +0.1 -0.4 +0.	6		DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3
62	÷0•3	2		AND ATT
74	+0.2	ω	MATH	AINED N
84	1.0+	4	MATH COMPUTATION	EANS -
95	-0-4	មា	ATION	1974-78
94	+0-6	6		ω
62		2 .		
62 74	+0-3 +0-3 +0-4 =0-3 +0-6	ω	#AT	
84	+0.4	4	MATH CONCEPTS	
95	<b>-0.3</b>	<b>6</b> 1	PTS	
94	+0.6	6		

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PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

		ORP.		n	n O 2	• 72 C	,	
		NATL NORM GRP	6	J	•	, w	2	-
	-	4	0	10	0	0	0	40
,	`~	7	(·3	03	07	0	0 <b>3</b>	63
	w	12	16	=	05	16	9	90
STANINE	4	17	17	18	25	14	21	21
I NE	٠ •	,20	18	. 18	24	1	19	13
	6	17	20	23	19	26	21	13
₽	7	12	13	22	. 13	22	12	15
•	8	7	9.0	0	06	80	69	14
	9	*	96	03	2	04	06	12

48	무	PEF
GR ADE	HATH (	CENT AC
LEVEL	MATH COMPUTATION	PERCENTAGE DISTRIBUTION
		RIBUTIO
đ	STANINES	.Z

		GRR NAT		r	n 🔾 🤋	> 70 0	י	
	•	NAT L NORM GRP	6	5	4	w	2	-
	1	4	0	05	03	0	0	90
	ķ	7	0.3	10	07	03	0	5
	u.		05	11	90	09	04	24
STANINE	4	17	15	19	24	13	14	17
I NE	5	20	14	23	20	20	13	22
'	, 6	17	21	18	12	20	25	90
	7	12.	19	11	9	19	17	90
	8	<b>~</b>	12	11	15	83	12	03
	9	•	09	10	0	80	16	05

NORM NATL 03 2 2 9 03 03 0 05 9 2 12 STANINE 17 8 8 20 24 12 19 17 21 9 72 05 5 0 ~ 9

★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade level test into nine equal portions. stanines progressively higher, levels of consistent fashion from one, grade to clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher denote "about average" levels of achieve-Stanine scores are derived by dividing another as shown in the charts above. use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is; in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).



1973-74	1974-75	SCHOOL YEAR	•
752	702	AL	٠
1.9	2.3	MEMBERSHIP Y	
49.0	51.4	* BLACK	STUE
49.1 11.3	46.3	* HISPANIC  * WHITE AND	STUDENT TRENDS
	16.0	TRA	RENDS
94.6	94.4	ATTENDANCE RATES	
2	1	ADMINICE &	
35	33	ADMINISTRATORS INSTRUCTIONAL	
18	13	PERSON!	
31.4	30 - 3	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	:
8.6	18.1	* BLACK	STAF
60.0	51.6	* HISPANIC * WHITE AND OTHER	STAFF TRENDS
30.6	31.4	MA & WITH	SC
8.7	7.7	OR HIGHER FLACE	
105	97.	OR HIGHER FLANCHER EXPERIENCE UTIL	
2	754	OPENION	ORG
N A		EXPENSES CONTRACTED EXPENSES EXPENSES PER PUPIL	ORGANIZATI
		T PUPIL	SIONAL

		AC:	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	DÜIVALEN	CORES 1					
GRADE		_	1			,		-	.5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974.75	1973-74	1974-75	1973-74
PUPILS TESTED	54	73	18	. 82	87	73	77	104.	128	123	139	122
READING MEDIAN	1.4	1.5	2.6	2.7	3.8	3.8	3.5	4-2	5.2	5.3	6.3	6.3
MATH COMPUTATION	1.6	1.9	3.2	3.7	4.6	4-4	4.6	5.1	6-2	6-0	.7.5	7.2
MATH CONCEPTS MEDIAN 2	1.8	NA	2.8	N N	4.7	AN	2.+	NA	5.4	NA	6.8	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5 <del>.</del> 8	5.8	6.8	8.3

		무	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	IEANS -	1974-78	3				-	
SUBJECT			READING				MATH	MATH COMPUTATION	ATION	,		MATH	MATH CONCEPTS	PTS	
GRADE	2	u	4	5	6	2	3	4	5	6.	2	ယ	4.	c _t	6
DIFFERENCE	+0.2	-0.2	-0.5	-0.5	+0.2 -0.2 -0.5 -0.5 +0.1 +0.2 +0.1 +0.1 -0.1 +0.	+0.2	+0.1	+0-1	1.0	+0.2	-0-1 +0-1 +0-1 -0-4 -0-1	+0.1	<b>*0.1</b>	-0.4	-
PUPILS TESTED 4	67	75	70	110	67 75 70 110 4 120 67 75 70 110	67	75	70	110	120	67	75	70	110	120

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "Alew" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.



^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

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 $\Box$ 

PERCENTAGE DISTRIBUTION
OF READING STANIVES

		N OR		n	u O. 3	<b>*</b> 70 G	י		
		NATE NORM GR&	٥	'مر	4	w	N	-	
	-	4	0.4	å	12	O3	08	05	
	2	7	03	. 06	16	10	11	22	
	u.	12	16	17	22	14	14	22	
1	. 4	17	27	26	14	14	18	22	
	, ن	20	20	7	22	23	9	5	
	6	• 17	11	15	07	24	21	12	
	7	12	12	05	04	9	10	9	
	8	7	0.4	0	О	C3	CI	۰	
	پ م	•	٥.	10	10	10	07	~。	
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GR A DE	HATH	PERCENTAGE
LEVEL	COMPUTATIO	GE DISTRIBUTION
	COMPUTATION STANINES	BUTICA

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		P콮근	٥	<b>ن</b>	۴,	ñ	N	-
	<b></b>	+	03	10	03	01	0	<b>₽</b>
	2	7	0	05	80	o ?	. 08	17
	ωſ	12	80	9	21	04	13	25
STANINE	4.	17	20	23	24	90	13	14
N. E	5	20	15	22	19	22	16	25
	٥	17	19	18	07	39	17	88
ŀ	7	12	13	- <del>تنو</del> ر نا	09	0	10	07
	8	7	9	Ç	<b>C7</b>	-	13	0
,	9	4	09	94	03	05	<b>6</b> 0	0

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

	•	NATL NORM GRP		ព	n 0 3	> ⊅ 6	,	
_	$\overline{}$	오루크	6	5	4	w	>	<b>,</b>
	1	4	10	10	05	0	01,	0
	2	7	05	05	20	10	10	8
	w	12	20	13	07	40	15	17
STANINE	*	17	20	37	23	16	18	22
NE.	5	17 _20	25	23	16	28	20	27
	6	17	14	` <u>F</u> 5	08	19	15	14
	7	12	9	2	12	14	16	05
		7	0,	0	<b>E</b> 0	==	0	03
	۰	<b>.</b>	0,	01	05	06 "	0	
					•			 L8

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above clude very low scores and, to the extent progressively lower, and the three higher five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that the range of skill encompassed by each tanine scores are derived by dividing The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine, For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	/		
1973-74	1974-75	SCHOOL YEAR	
1153	1124	44.	
0.2	4.c	MEMBERSHILV	
1153 0.2 23.4 76.4 11.1 94.4	24.6 75.0 10.7 94.6	% BLACK	STUD
76-4	75.0	S HISPANIC S WHITE AND	STUDENT TRENDS
1:11	10.7	TRA	ENDS
94.4	94.0	ANSIENCY ATTENDANCE RATE &	
2	2	ADAINISTRATORS	
42	48	INSTRUCTIONAL	
24	25	PERSONNER	
24 23.8	20.8	·NE,	
4.8	4.2	8 BLACK 8 HISPANIC	STAFF
4.8 71.4 28.0	75.0 28.0	S WHITE AND	STAFF TRENDS
28.0	28.0		SC
7.7	8.9	OR HIGHER FLATER	
122	118	A VIGARER  A VG YEARS  EXPERIENCE  OF 11 A TENCHE	
2 >	739	OPENION	ORC
NA	2	EXPARA	ORGANIZATION TRENDS
	•	ER ENSTED	NONAL

z	3	33	٦	ا ۾	S	ള		
NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	•	
18	2.7	2.9	2.2	143	1974-75	,		
1.8	N A	2.4*	1.9*	130*	1973.74 1974.75 1973.74 1974.75 1973.74 1974.75 1973.74	_	ACH	
2.8	4.0	2.4* 3.7	3.2	130	1974 75	2	ACHIEVEMENT TRENDS! GRADE EQUIVALENT SCORES	
2 8	Z	3.9*	3.4*	142*	1973.74		TRENDS:	
3.8	5.2	4,0	4.0	142	1974.75	3	GRADE EC	
3.8	Z P	4.9*	4.1.	161*	1973 74		UIVALENT	
4 8	6.8	6.2	4-6	144	1974 75	4	SCORES 1	
4.8	N'A	6.5*	5.2*	180*	1973-74			
5.8	8.4	8.0	5.8	191	<u></u>	5		
5.8	N A	7.40	6.4.	154*	-2-			
8.9	y• /	8.5	1-6	159	—	6		
8.3	NA	8.0	7.04	1884	1973-74			

PUPILS TESTED 4 108 125 133 162 137 108 126 131 161 130	DIFFERENCE +0.0 -0.2 -0.1 -0.3 +3.1 +0.4 +0.1 +0.4 +0.1 -0.3	GRADE 2 3 4 5 6 2 3 4 5 6	SUBJECT READING MATH COMPUTATION	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3
08 126 131	-4 +0-1 +0-4	3 4	MATH COMPUTA	TTAINED MEANS -
161 130	w		TION	1974-75 3
108 126	+0.5 +0.1	2 3	MAT	
108 126 132 161	+0.5 +0.1 +0.9 +0.7	4.	MATH CONCEPTS	
1.36	.0.1	6		

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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CH READING STAUNES

HY GRADE LEVEL

		20 A A T	•	-	r 15 3	. æ :			
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	-	4	10	٥,	C4	63	0	10	
	~	7.	î.	10	06	٤.	5	03	
	w	12	4	13	14	a O	13	80	
	•	17	12	15	20	14	11	20	
1	٠	36	Гē	la: Cr	26	28	<b>L</b> .	25	
	<b>3</b>	17	20	17	14	6	21	26	
	7	12	18	0 9	69	6	11	28	
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### PERCENTAGE CISTRIBUTION STANINES AY CRADE LEVEL

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<b>5</b> 1	20	15	12	17	<b>-</b>	15	17
٠.	17	22	1 3	11	۶4	12	19
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9	4	90	17	17	11	<b>£</b> 2	36
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES HY GRADE LEVEL

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		GNA		.* п	r (7) to	. p :	•	•
		~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	6	J.	4	w	2	
	1	4	10	0	13	C	34	0
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STAN	4	17	0.4	80	04	Š,	0,4	07
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# At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. stanines progressively higher, levels of another as shown in the charts above consistent fashion from one, grade to use essentially the same metric, or unit, Stanine scores are converted scores that clude very low scores and, to the extent achievement. Stanines one and two in progressively lower, and the three higher grade is at about the midble of stanine denote "about average levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 from one grade to another. This constant The

> answer only at about chance level of the eight and nine indicate very high levels answering almost all questions correctly. expected by marking answers without readrelatively strong skill deficits. Stanines that the test scores are valid, indicatetest; that is , in about the score range indicate near perfect performance; that is ing the questions. Stanine nine scores of skill. Pupils scoring in stanine one

ative populations, and that the more ex shown to the right of the term "NATL NORM percent of the pupils tested in the normtour, five, and six include the middle 54 GRP" shown above. Note that stanines norm group scoring in each stanine is The percentage of pupils in the nationa

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at each grade level for the school, one at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

		/	
.1973-74	1974-75	SCHOOL YEAR	
610	604	11.	
47.1	53.4	MEMBERSHIP X	
20-8	22.0	* BLACK	ราเร
32.1	24,06	* HISPANIC OTHE AND	STUDENT TRENDS
12.1	10.9	TRA	RENDS
94.3	91.5	TRANSIENCY RATE &	
-	1	ATTENDANCE RATE & ADMINIS	
28	28	North N	
.18	9	STAFFONAL	
25.0	25.0	PERSONNEL	
3.6	3.6	* BLACK	STAFF
71.4	71.4	* WHITE AND	F TRENDS
21.4	25.9	LA TO	DS
7.9	8.7	NITHER NO. NO. NO. NO. NO. NO. NO. NO. NO. NO.	
95	89	SECONDER PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPE	
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		PER PUBLIC	SCIONAL
<u> </u>	•	187	<u> </u>

<u> </u>		,	ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE EC	UIVALENT	SCORES 1				•	
<u> </u>	GRADE	-		2		3		4	•	ຫ		6	
نيه	SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	_	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
	PUPILS TESTED	100	. 115	98	144	118	90	16	138				•
	READING MEDIAN	2-1	1.9	2.5	2.2	3.2	3.2	3.6	3.6			•	
	MATH COMPUTATION MEDIAN	2-1	. 2.0	3-0	3.2	4.3	4.6	4-8	5.1	.3	,		
	MATH CONCEPTS MEDIAN 2	1.8	NA	2-8	NA	4.5	Z >	4.5	Z >		2		Z >
•	NATIONAL NORM	8.1	1.8	2.8	2.8	3.8	3.8	4.8	4.8 -	5.8	5.8	8.8	6.8
_			,										

		말	FERENC	E IN E	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475	AND ATT.	AINED N	MEANS -	19747	5 3			•		0
SUBJECT			READING	.,			MATH	MATH COMPUTATION	MOITA	•		HTAM	MATH CONCEPT	PTS	
GRADE	2	ω	•	5	6 ,	2	3	•	5	6	2	သ	•	55	க்
DIFFERENCE	-0.2 +0.1 +0.1	+0.1	+0-1			+0.3 +0.4 +0.0	+0-4	+0.0			+0-2	+0-2 +0-8 +0-4	0.4		<i>J</i>
PUPILS TESTED .	88	88 106 71	11			87	87 106	71			87	106	71	_	

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

. 2	2	G R P	:	r	n 🗘 🤉	> 70 0	ר	
	•	SRP CRP	0	us	•	w	2	-
	1		1	i	11	09	03	¢2
	2	7	:	ŧ	16	12	17	90
	w	12	:	i	22	22	21	ۇ 0
STANINE	4	17	:	i	12	17	19	12
N.C	S	20	:	ł	18	19	21	20
	6	7	:	;	Ċ6	9	11	22
	7	12	:	i	40	.0	05	20
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	9 /		:	;	, 2	0	0	Š
		L			<del></del>			

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

		NAT L NOR M GRP		r	n 🖰 1	<b>&gt;</b> 70 0	0	
	•	PRZ	Ġ.	5	•	w	,2	-
	1	4.	:	;	03	, 0	40	G
	N	7	:	ł	1	13	14	0
	ω	12	:	ŧ	11	10	07	1
STANINE		17	•	;	21	12	17	90
II NE	s	20	1	i	20	14	16	25
	۰	17	I.	;	14	19	10	23
	7	12	1	ł	, 10	,14	80	10
		7	1	1	Ca	90	83	C3
	9	•	•	ŀ	80	9	15	80
			,	•				

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

			•					
•		NATL NORM GRP		•	נים מ	<b>→</b> ∞ c	•	
		P쫉건	0∿	u	•	w	N	-
	1	•	:	ŀ	07	05	0	63
,	₽.	7	:	:	69	60	5	8
	w	12	:	:	17	10	7	10
STANINE	•	17	1	i	15	7	1	10 21
I NE	v	20	1	:	17	17	20	23
İ	6	17	i	ŀ		17	13	7
Ì	7	12	1	ı	0	60	15	16
	<b>39</b> .	7	ار	1	Ç,	\$	05	03
	9		1	;	10	20	03	٥
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# ★ 0 — At least one propil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine unit enables scores to be organized in a use essentially the same metric, or unit, denote "about average" levels of achieve middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing Stanine scores are converted scores that ment. Grade-level performance at each the range of skill encompassed by each from one grade to another. This constant The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

10.5 93.5 1 25 22 32.0	0.0	68.0 11.1	-	1 7.7 71
17.6 93.4 1 32 9 37.5	•	3.1		3-1 59-4
OTHER RANGE RATE & ADMINISTRATORS OTHER STAFF OTHER PERSONNEL	1.00	BLACK	* HISPANIC  * WHITE AND  OTHER	* HISPANIC
STUDENT TRENDS		STAFF	STAFF TRENDS	STAFF TRENDS

			•.	:								
6.3	8.8	5.8	.5. Ca	4.8	4.8	3.8	3.8	2.8	2.8	1.8	1.8	NATIONAL NORM
2	5.6	2>	5.4	NA	3.0	N >	3.:0	N.A	2.4	N.A	1.9	MATH CONCEPTS MEDIAN 2
6.5*	5.9	5.8*	6.2	5.6*	3.8	4.10	3-2	3.5*	2.1	2.3*	2-0	MATH COMPUTATION MEDIAN
5.98	***	*	5.3	3.6*	3.0	3 22 \$2	2.8	2.4*	1.6'	1.8*	1.5	READING MEDIAN
777	80	<del>+ -</del>	83	76*	32	76*	7,5	70*	51	50*	64	PUPILS TESTED
1973-74	<u> </u>	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74 ,1974-75 1973-74 1974-75	1974.75	1973-74	1974-75	SCHOOL YEAR
	6		5				ω				-1	GRADE
			,		SCORES 1	שועארנאיו	GRADE É	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	HEVEMENT	AC		•

4		DIF	FERENC	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 4974-75 ?	AINED N	EANS -	4974-75	~					
SUBJECT		30	READING				HIVÀ	MATH COMPUTATION	NOITA	r	•	MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	•	σ,	6	2	3	4	55	6	2	ω	<b>.</b>	(5) *(** <u>*</u> *	σ
DIFFERENCE	-0.4	-0.1	-0.4	÷0.3	9	-0.4 -0.1 -0.4 +0.3 -0.6 -0.6 -0.6 =0.9 +0.1 -0.	٩.6	-0-9	1.04	÷0-6	, =0.3	-0.6	-0.3 -0.6 -0.9 -0.1	0.1	
PUPILS TESTED *	•0	59	65	73	70	40 59 65 73 70 · 39 59 65 73	59	65	73	70	39	59	6.	73	70

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

OF MATH CENCEPTS STANINES BY GRADE LEVEL PERCENTAGE DISTRIBUTION

£30

		NATE GRP		п	n 🗢 x	× 70 G	י	
		251	٥	v	4	W	2	-
	1	*	07	63	17	80	30	15
	2	7	23	=	18	18	32	13
	3	12	30	14	24	Í	13	17
STA	. 4	17	23	23	24	26	80	22
PANINE	, S	20	11	21	10	12	65	20
	o	17	10	13	90	<b>,</b> 04	80	60
ŀ	7	12	3	07	0	0	80	10
	<b>6</b> 0	7	2	10	0	10	0	2
	•	*	0	01	c	0	0	10
		· .						_

		NAT GRP		п	n O 3	<b>₽</b> Ø €	1	
	÷	NATL NORM GRP	σ	5	•	w	2	-
	1	4	90	•	15	13	12	20
	∾ .	7	09	12	18	15	27	1.
	u u	12	24	05	21	3	29	10
STANINE		17	27	26	32	20	80	20
NE	5	οź	15	16	10	<b>, 1</b>	12	7
Ì	6	17	13	21	0	0	15	17
i	٠,7	12	0.5	15	0.5	0	0	13
	89	7	C1	0	ø	2	0	0
	9	,	0	03	0	0	0	2
					_			

		NATE NOR W GRP		n	U (C) 3	<b>*</b> 20 G	י	
		~ ~ ~ ~ [	٥	S	•	W	2	
	1 20	4	Ş	03	40	80	C7	90
l	Q.	7	10	1.	46	24	18	07
	w	12	27	17	07	27	15	12
VIANINE		17	34	23	17	26	23	19
N T	5	20	16	21	22	07	18	24
	٥	17	9.0	13	0	80	10	22
	7	12	0	90	0	0	07	90
	ca	7	10	0	10	0	0	05
	۰	•	0	0	0	0	•	0

### ļ At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent stanines progressively higher, levels of progressively lower, and the three higher denote "about average" levels of achieveanother as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a achievement. Stanines one and two ingrade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote The

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GRP" shown above. Note that stanines norm group scoring in each stanine is ative populations, and that the more expercent of the pupils tested in the norm shown to the right of the term "NATL NORM four, five, and six include the middle 54 The percentage of pupils in the national

> smaller percentages. The percentage of tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular statreme stanines contain progressively three (4% + 7% + 12% = 23%). For example, 23 percent of the norma-

at the higher stanines. grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one have some pupils at the lower and some achievement average, most schools will may develop a notion about the hetero-By inspecting the stanine distribution



	67	10.2	25.0	73.9 25.0	0.0	24.1	18	23	1	94,1	13.6	53.2	5.5	41.3	549	1973-74
	64	9.5	34.4	68.9	0.0	31.1	10	29	1	<b>94.9</b>	10.5	, 50 . 2	5.3	<b>*.</b> 5	522	1974-75
OPEROON OPEROON	FERTENCENG	MA DEGREE  AND VEARING  AND VEARING  AND VEARING  EXPERIENCE  UTIL	MA SIMIT	* HISPANIC  * WHITE AND	* BLACK	· NE	PERSONIE	ADMINISTRATORS INSTRUCTIONAL	ADMINIS	7/N	TRA	* HISPANIC  * WHITE AND	* BLACK	MEMBERSHIP &	11.	SCHOOL YEAR
	-		DS	STAFF TRENDS	STAF						RENDS	STUDENT TRENDS	STUIS			

3		ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	UIVALENT	SCORES 1					
GRADE	_		2		3		. 4		5		6	
SCHOOL YEAR	1974.75	1973-74	1973-74 1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974 75	1973-74
PUPILS TESTED	84	105*	, 06	90 . 120*	104	*011	112	127*				
READING MEDIAN	1.8	1.9*	2.5	2.7*	3.4	3.6*	4.5	4.3*	4			
MATH COMPUTATION MEDIAN	2-0	1.9*	2.4	3.0*	3.8	4.2*	4.8	5.8*			,	
MATH CONCEPTS MEDIAN 2	1.7	2 >	2.5	N A	3.9	, A	4.5	N N		Z Þ		2
NATIONALNORM	1.8	1.8	2.8	2.8	3.8	3.8	8	å	υπ 00	5.8	8.3	8.8
					!						•	

		DF	FERENC	E IN EX	PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AINED N	EANS -	1974-75	u					
SUBJECT		70	READING	-	'		MATH	MATH COMPUTATION	ATION	*		. MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	4	5	6	2	3	4	ហ	6	2	ω	•	5	60
DIFFERENCE	-0.3	<b>*0.0</b>	-0.3 +0.0 +0.0	t		ŕ	-0.5 -0.2 +0.1	1.0+			-0-3	-0.3 +0.4 +0.2	+0.2		
PUPILS TESTED .	83	92	83 92 94	•		83	83 91 94	46			83	91	9		

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		NATE NORP GRP		-	101	> 20 G	ו	
		281	6	S.	4	w	٧	-
_	-	4	:	1	40	10	0	83
	2	7	-	1	13	80	14	06
	w	12	1	ł	15	19	16	16
	<b>₽</b> g	17	1	ł	20	30	24	=
	٠ ري	20	;	1	12	20	22	20
	6	17	1	ì	16	60	80	17
	, 7	12	1	f	07	10	90	14
	8	7	۱,	i	. C3	. 01	0	C3
	9	٠, ٩	1	• 1	0	03	05	90
		- ;		-			,	

		NATE NORM GRP			n O s	<b>*</b> 70 G	, -		
		727	6	'n	•	w	'n	-	
	1	4	-	1	03	ď3	03	40	
	٧.	7	1	1	04	14	13	1,	
	w	12	- 1	ł	15	19	21	07	
STANINE	*	17	1	1	30	16	24	1,2	
INE	us .	20	, 1	ł	ຸ້ 2	9Í	و د	~ 27	•
	6	17	١.	!	13	17	8	ુ	
	7	12	1	i	80	10	10	7	
	œ	7	}	ł	10	S	\$	C3	
	9		ł	i	90	01	10	9	

NATL NORE

STANISE

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At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above consistent tashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are converted scores that

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shown to the right of the term "NATL NORM norm group scoring in each stanine is ative populations, and that the more expercent of the pupils tested in the norm-GRP" shown above. Note that stanines four, five, and six include the middle 54 The percentage of pupils in the national

1	17	0	12.	9	64.± € 1.± 1.± 1.± 1.± 1.± 1.± 1.± 1.± 1.± 1.±
•	12	12	12	18	RCENTA MATH GRACE
1	• 1.8	26	25	22	0.0
:	<b>F7</b>	20	18	7	P 9,2
i.	<b>~</b>	7	11	7	TRIBUTION
1	9	7	9	96	TINA
1	12	. 06	07	2	. ES.
				. i	

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pupils at or below any particular sta smaller percentages. The percentage of cents up to and including that stanine. three (4% + 7% + 12% = 23%) tive group scored at or below stanine For example, 23 percent of the norma treme stanines contain progressively nine may be computed by adding all per-

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	-		
1973-74	1974-75	SCHOOL YEAR	٠.
	-	YEAR .	c
832	1096	AVERAGE DAILY MEMBERSHIP	
16.0	14.e	MEMBERSHIP &	
68-5	67.1	* BLACK	T.S
15.5	18.1	* HISPANIC  * WHITE AND	STUDENT T
7.5	°9.7	TR	TRENDS
91.2	91.9	RANSIENCY ATTER	
-	2	ATTENDANCE ADMINIS	ę
24	47	ADMINISTRATORS INSTRUCTIONAL STAFF	•
	15	DE OTI-	•
20.8	23.4	PERSONNEL &	-
8.4	27-7	* BJACK	SŤAFF_1
70.8	1	* WILL	F, TREND
70.8 15.2	16.6	OTHER AND	NO.
4.0	3.9	MA WITH OR HIGHER A VG	
A.N	114	A VG YEARS EXPERIENCE  UTILIZATIO	
N.	642	OPERATION	OH.
NA	W	EXPENSES CONTRAC	TRENDS
•	•	CONTRACTED EXPENSES EXPENSES EXPENSES	SCAL

					22.50	TITLE LANGE TO THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE	2000000	•			1	•
	,	ACT	# PV EMEN	I KENDS:	GRADE E	ACHIEVEMENT THENDS: GRADE ECOTVALENT SCORES	SCORES	,	}		-	
GRADE	1		N		w	•	4	•	<b>,</b> 5	_	6	•
SCHOOL YEAR	1974-75	1973-74 1974-75		1973-74	1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	.1974,75	1973-74
PUPILS TESTED.	112	*16	131	123*	142	. 103*	144	144*	. 157	109*	134'	104*
READING MEDIAN	1.4	.1.7*	2.1	2.2*	2.2* 2.8	3.2*	3.1	3.5*	. 4.9	4.1*	4.9	5.4*
MATH COMPUTATION	1.8	2.1*	2.3	2.8*	3.3	3.6*	3.9	4.6*	5-9	5-6*	5-6* 6-4	6.5*
MATH CONCEPTS MEDIAN 2 -	1.7	N A	2.3	NA	3.6	NA	3.2	N.	5.9	, N	5.9	>
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	37.8	8.1	4.8	5.8.	5,8	6.8	6.8
									•	,		;

T	무	GRADE	SUB		
ES TE	DIFFERENCE	DE	EDBJECT,		
PUPILS TESTED 4	, B		`		
-					
			•	•	
86		2			
. 114	-0.2	ω	_	DIF	
109	-0-4	4	READING	FERENC	
139	+0.3	,ເກ	ء د	N E)	
110	-0-2	6		(PECTED	
98 114 109 139 110 100 116 111 139 108	Y=0.4 =0.2 =0.4 +0.3 =0.2 =0.4 =0.5 =0.4 +0.6 +0.	2		DIFFERENCE IN EXPECTED AND ATTAINED MEANS, - 1974-75	
116	-0.5	3	MATH	AINED !	
111	-0.4	. 4	MATH COMPUTATION	AEANS -	
139	+0.6	/ 5	NOITA	1974-71	
108	<b>*0.1</b>	6		3	
101	-0.5	2			
116	<b>\$0.2</b>	ω	MAT	٠	
101 116 111 138	-0-5	4	MATH CONCEPTS		
138	+0-8	5	EPTS		
108		6			

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#### OF MATH COMPUTATION STANINES BY GRADE LEVEL PERCENTAGE DISTRIBUTION

PERCENTAGE DISTRIBUTION OF MATH CÉNCEPTS STANINI

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				į	İ	i				٠.
-	11	15	25	22	18	0.5	03	, 0	10	
~	11	10	24	21	15	, 60	2	0	0	
w,	11	24	21	22	17.	.2	10	03	10	
4	10	27	28	15	16	03	10	0	10	
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	) <u>ه</u>	4	2	94	۶.	0	0	2

#### NORF IVN

### At least one pupil but less than 0.5% scoring in this stanine

Stanine scores are derived by dividing grade level test intó nine equal portions. another as shown in the charts above unit enables scores to be organized in a achievement. Stanines one and two inthe range of skill encompassed by each consistent fashion from one, grade to from one grade to another. This constant use essentially the same metric, or unit Stanine scores are converted scores that stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine clude very low scores and, to the extent denote "about average" levels of achieve middle three stanines - 4, 5, and 6 five. The lower three stanines denote ment. Grade-level performance at each

> eight and nine indicate very high levels relatively strong skill deficits. Stanines answer only at about chance level of the expected by marking answers without read test; that is, in about the score range answering almost all questions correctly of skill. Pupils scoring in stanine one that the test scores are valid, indicate ng the questions. Stanine nine scores ndicate near perfect performance; that is,

shown to the right of the term "NATL ative populations, and that the more ex percent of the pupils tested in the norm GRP" shown above. Note that stanines norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the national

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1	4 ,	04	05	80	10	9	2
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smaller percentages. The percentage of cents up to and including that staning. nine may be computed by adding all perpupils at or below any particular stathree (4% + 7% t 12% = 23%) tive group scored at or below stanine treime stanines contain progressively For example, 23 percent of the norma

By inspecting the stanine distribution at each grade level for the school, one achievement average, most schools will grade. No matter what the school geneity of achievement levels at that at the higher stanines have some pupils at the lower and some may develop a notion about the hetero

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GRADE *	-		2	,	ü			•	ហ	1	. 6	3.
SCHOOL YEAR _	1974-75	1973-74	1973-74 1974-75 1973-74	1973-74	1974-75 1973-74	1975-74	1974-75	1973-74	1974-75	3973-74	1974-75	1973-74
PUPILS TESTED ,	. 84	98	90	74	92	107	112	118	125	155	~ 150 _.	156
READING MEDIAN	2.2	2.2	2.2 . 3.0	3.0	4.0	3.8	4.8	4.4	6.0	6.2 .	7.1	6.8
MATH COMPUTATION	2.4	2.4	3.2	3.2	4.6	4.5	5.2	. 5.2	6.9	6.7	8.8	10.5
MATH CONCEPTS MEDIAN 2	2.7.	NA.	B.1	N	4.5	NA	5.4	2 >	6.2.	. Z		Z
NATIONAL NORM	1,8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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		DIF	FERENC	E Z E	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS _ 1974-75 3	AINED N	IEANS _	1974-75				,		
SUBJECT	-	•	READING			•	MATH	MATH COMPUTATION	ATION		•	MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	4	aun	6	2	ω	4	5	์ ว	2:	ω	,4	5	6
DIFFERENCE	+0.0	÷0.3	-0-1	+0:3	+0.0	+0.0 +0.3 =0.1 +0.3 +0.0 +0.0 +0.3 +0.1 +0.5 +1.	+0.3	+0.1	+0.5	+1.0°	1.0.	£.04	+0-4 +0-5 ,+0-5	+0.5	,+0.5
PUPILS TESTED .	78	ļ	99	110	71 99 110 138	78	- 1	99	71 99 109	137	78	71	99	109	137
	-														

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from '0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANING

MATH CONCEPTS STANINES

BY GRADE LEVEL

BY GRADE LEVEL PERCENJÄGE DISTRIBUTION OF READING STANINES

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	<b>'</b>	*	10	01	Ó	2	0	2	
	2 ,	7	. 0	40	80	0	0	0	
	w	12	,07	0,7	1	07	Q.	03	
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	6	17	18	16	17	· 85	28	918	
	7	12	1.8	23	14	7	16	19	
	8	7	=	<b>'</b> 8(	.83	CG	04	83	
	9	•	22	=	0	10	Q	13	

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### At least one pupil but less than 0.5% scoring in this stanine

STANINE

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grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three-higher grade is at about the middle of stanine denote "about average" levels of achieve Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a the range of skill encompassed by each Stanine scores are converted scores that clude very low scores and, to the extent five. The lower three stanines denote middle three stanines - 4, 5, and 6 from one grade to arrother. This constant use essentially the same metric, or unit, Grade-level performance at each The

> answering almost all questions correctly. expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines test; that is , in about the score range of skilf: Pupils scoring in stanine one that the test scores are valid, indicate indicate near perfect performance; that is ing the questions. Stanine nine scores

shown to the right of the term "NATL NORM GRP" shown above. Note that stanines percent of the pupils tested in the norm norm group scoring in each stanine is ative populations, and that the more ex four, five, and six include the middle 54 The percentage of pupils in the nationa

		NATE NORM GRP		п	, O )	<b>→</b> 50 €	י	
	,	™ <b>%</b> ≓	٥	·	٠	w	2	٦
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pupils at or below any particular stasmaller percentages. The percentage of treme stanines contain progressively tive group scored at or below stanine three (4% + 7% + 12% = 23%) For example, 23 percent of the normacents up to and including that stanine. nine may be computed by adding all per-

have some pupils at the lower and some at each grade level for the school, one at the higher stanines achievement average, most schools will grade. No matter what the school geneity of achievement levels at that By inspecting the stanine distribution may develop a notion about the hetero-

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1973-74	1974-75	SCHOOL .	
1005	656	ALL	
3.2	2.2	MEMBERSHILY	
84.39	84.5	* BLACK	STUE
D-+1 6-11 6-48	13.3	* HISPANIC.  * WHITE AND	STUDENT TRENDS
14.0	11.5	TAN TO	ENDS
18	95.0	ANTENONCE	
° N	-	ADMINICE &	
43	* 45	AOMINISTRATORS INSTRUCTIONAL	
. ,29	16	STAFFONAL PERSONS	. 0
25.6	26.1	I WEN I	
13.9	10.5	* BLACK	STAFF
60,5	<b>83.4</b>	* HISPANIC * WHITE AAL	F TRENDS
17.8	20,9	**************************************	DS
9.6	11.6	NA OR HIGHER.	ę.
. 99	90	SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER LASS SEGNER	•
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			ACH	INEMEMENT	TRENDS	GRADE EC	ACHIEVEMENT. TRENDS: GRADE EQUIVALENT SCORES 1	SCORÉS 1					
•	GRADE	_		* N		3	,	1 4	ı	on .		6	
	SCHOOL YEAR	1974-75	,1973-74 1974-75		1973-74	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
٠.	PUPILS TESTED	76	*68	106 .	103*	114	114*	130	132*	177	160*	199	199*
	READING MEDIAN	1.5	1.7* 2.5	2.5	2.7*	3.1	3.2*	3.6	3.8*	8.4	5.0*	5.7	5.9*
	MATH COMPUTATION	1.8	1.9*	1.9* . 3.7	3.5*	4.5	4.2*	. 4 . 8	4.7*	5.7	6.0*	7.2	6.5*
	MATH CONCEPTS MEDIAN ?	1.9	Z	3.5	NA	3.6	AN.	4.2	××.	5.4	2	7.1	2 >
_	NATIONAL NORM	8.4	1.8	2.8	2.8	3.8	3.8	4.8	4.8	,5.8 °	5.8	6.8	6.8
				-									

•			밁	FERENC	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	ND SATT	AINED M	EANS -	1974-75	ω .				<i>y</i>	,
SUBJECT		`	70	READING,	•		,	MATH	MATH COMPUTATION	ATION	à	5	HTAM	MATH CONCEPTS	PTS V	
GRADE		2	ω	4	55	6	2	. ω	4	5	6	2	ω	•	5	б
DIFFERENCE	•	+0.2	• ŭ • o	1.0-	-0.2	+0.2 +0.0 -0.1 -0.2 +0.1 +0.4 +0.2 -0.2 +0.1 +0.	+0.4	+0.2	-0.2	. <del>-</del>		+0.7 -0.2 -0.3 +0.1	-0.2	-0.3	_	*0. <b>*</b>
PUPILS TESTED 4		85	92	103	142	85 92 103 142 153 84 91 103 140 15	<b>8</b>	16	£ÕĬ	140	152	84	j6	91 103 140	140	, 152
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^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are ript strictly comparable.

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The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

^{4.} The number of pupils included in the difference score will-typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
OF GRADE LEVEL

					Z	STANINE					
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	0	0	03	80	20	75	23	16	03	S	• 0
	0	2	0	06	22	23	24	18	05	•	8
	2	20	03	12	20	21	20	17.	. 53	w	. ~ 4
•	2	0	,07	17	20	29	12	<b>7</b> 0	40	2	,
	0	03	6.0	80	14	35	26	8	ő	-	
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GRADE	MATH COMPUTATION STANINES	PERCENTAGE DISTRIBUTION
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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STANINE	5	20	17	20	. 23	21	10	20		
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	Z	Z.	151	6.7	0.0	71.6	6.2	22.2	52	81	5	91,2	19.7	34.2	32.6	33.2	6881	J973-74
, .	, =	747	179	OB OB	47.8		1:1	24.4	<b>3.</b> 2	90		89.3	15.6	28.5	37.2	34.3	2168	1974-75
CONTRACTED PER PURIL	PER PUPILS CONTO	CISATION	UTILIZATIO	OR MIGNER  A VG YEARS  EXPENSIONER  OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE ACTION OF THE A	MA SWITH	1 W	* HISPANIC	PERSONNEL  * BLACK	PERSONIE .	INSTRUCTIONAL	AOMINISTRATORS	ATTENDANCE ATTENDANCE	/ /R ~ _	* HISPANIC * WHITE-AND	* BLACK	MEMBERSHILY	AL	SCHOOLS YEAR
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	ACHIEVE	MENT TREN	DS: PERCI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	RES 1			
GRADE	6		7		. 8		9	,
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75	1973-74		1973-74
PUPIL TESTED	•	9	896	730	827	722	83	
READING MEDIAN			28.0	23.0	22.0	22.0 . 26.0	16.0	
MATH COMPUTATION MEDIAN			36.0	26.0	23.0	30.0	18.0	
MATH CONCEPTS MEDIAN 2		N A	23.0	N.A	18.0	Z A	2>	A
NATIONAL NORM .	8.9	8.8	80%	50% 7.8	50%	8.8 \$03	50%	8.6 <b>203</b>

2		, 788			681	7,86			685	788		PUPILS TESTED. 4
, ×		-2.2		-3.C	+2.3 -3.2 -3.	+2.3	•	+3.7	-0.8 -1.3 +3.7	-0-8		DIFFERENCE
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	NCEPTS	MATH CONCEPTS	,		PUTATION	MATH COMPUTATION			DING	READING	۴	SUBJECT
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PERCENTAGE DISTRIBUTION
OF-READING STAVINES
BY GRADE LEVEL

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۰.	<b>.</b>	1	1	1	ó	01	01
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

		ozz		п	n O 3	⊳ ⊅ G	,	
		NATE NORM GRP	12	1	0	9	80	7
	1		1	1	1	95	13	36
	2	7	ł	:	1	24	19	17
	ω	. 12	- 1	1	ı	25	19	<u></u>
STANINE	4	17	1	1	1	25	21	23
I NE	5	29	1	- 1	1	12	14	20
l	6	17	1	ł	1	07	9	1.
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#### PERCENTAGE DISTRIBUTION 3F MATH CONCEPTS STANINES BY GRACE LEVEL

	9.	. 4	1	1	1	0	01	2
		NATE SRP	12	411	T 10	> ⊅ 6		7
	_	٠	1	. 1	ı	. 0	2	8
	~	7	1	1	ł	0	21	27
	w /	12	1	;	<b>, l</b>	0	27	17
STANINE		17	1	ł	ł	0	17	23
NE NE	5	20	1	1	1	,	<b>ا</b> ر	13
	٥	17	1	1	1	•	07	0 8
_	, <b></b>	12	1	ı	1	0	<b>E</b> 0	03
	<b>C30</b>	٦,	1	1	4	Q	10	02

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1973-74	197,		
3-74	1974-75	SCHOOL YEAR	·;
1786	1512	412	
26.6	26.5	MEMBERSHILY & RI	
55.1	59.5	* BLACK	STUE
18.3	14.0	* WILL	STUDENT TRENDS
18.3 25.3	21.2	TRA TRA	RENDS
87.6	88.4	ATTENDANCE "	
5	*	ADMINIO ADMINIO	
76	82	AOMINISTRATORS INSTRUCTIONAL	
30	34	PERSONN	
22.4	25.6	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	4
2.6	25.6 10.9	* BLACK	STAFF
75.0	63.5	* HISPANIC  * WINTE AND  OTHER AND	FTRENDS
36.0	40.8	MA S WIT	DS
7.6	08°	OR DEGREE A V G ELA TO VE	
122	109	A VO YEARS EXPENSENCE OTYPEACHING	
ž	868	Operation	ORG
Z.	8	PER AUDIL	TRENDS
		CONTRACTED PER PUPIL	SIONAL
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1	ACHIEVE	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	ENTILE SC	)RES 1			
GRADE	6		2	,	8	(	, 9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					608	700*	616	739*
READING MEDIAN			•	•	22.0	6.4*	6.4* 23.0	7.4*
MATH COMPUTATION			•	i.	23.0	7.0*	7.0* 28.0	7.5*
MATH CONCEPTS MEDIAN 2		2 >	•	N >	20.0	2 >	2 >	N.
NATIONAL NORM	6.8	8.8	. 50%	50% 7.8	80%	8.8 80%	50%	8.8 50%

		DIFF	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	XPECTED .	AND ATTA	INED MEAN	4S - 1974-71	5 3				g
SUBJECT · \		REAL	READING			MATH CON	MATH COMPUTATION			MATH CONCEPTS	NCEPTS	
GRADE	6	7	8	9	£s.	7	8	9	<b>6</b>	. 7	8	9
DIFFERENCE			-1.2	-1.2 -3.5		١	-6.0	-6.0 ₄ -2.3			-5-3	, NA
PUPILS TESTED 4			. 301	301 487			. 303	· 303 482			303	×,

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
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PERCENTAGE DISTRIBUTION OF READING STAVINES
BY GRADE LEVEL

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BY GRADE LEVEL	OF MATH COMPUTATION STANINES	PERCENTAGE DISTRIBUTION

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STA	•	17	1	1	1	25	24	
STANINE	5	20	1	1	1	16	15	1
	۰,0	17	1	1	1	9	08	1
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PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

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		<b>*</b> .	
1973-74	1974-75	SCHOOL YEAR	
1590	1839	11.	
9.6	. 8.8	MENBERSHIP &	
55-8 34-6	66.5	* BLACK	STUD
34.6	24.7	* WHITE AND	STUDENT TRENDS
18.9	23.1	TRA	ENDS
90.0	89.7	ATTENDANCE RATE &	
2		ADMINISTRATORS	
67	83	INSTRUCTIONAL	
68		PERSON	
22.4	19.2	PERSONNEL  * BLACK	
9		* HISPANIC	STAFF
6.8.7	71.2	OFFE	TRENDS
130	37.8	MA WITH	Š
0.0	9.6	OR NIGHER  EXPERIENCE	
132	135	CRIENCE UTILIZANT OPERA	
×	95	PEDENTIN	ORG
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	ACHIEVEN	MENT TREN	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NTILE SOC	RĖS 1	65		
GRADE	9		7		ر د		و	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74 1974-75 1973-74	1974-75	1973-74
PUPILS-TESTED			101	,326*	379	314*	436 }	352*
READING MEDIAN			34.0	6.7*	36.0	8.1* 28.0	28.0	8.5*
MATH COMPUTATION			36.0	6.8*	6.8* 30.0	7.7*	7.7* 34.0	8.4.
MATH CONCEPTS MEDIAN 2	¥	NA	34.0	N.	30.0	ه 2 >	Z >	AN
NATIONAL NORM	8.9	6.8	50%	50% 7.8	× 50%	878 \$405	50%	8.6
							•	

•		DIFF	RENCE IN E	XPECTED /	AND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	IS - 1974-75	9.3				
SUBJECT		READING	ING			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	
000000											<u> </u>	
GRADE STATE	6	7	œ	9	6	. 7	<b>∞</b>	9	6	7	60	g
							,			2		:
DIFFERENCE		-2.0	-2.0 +0.1 -2.3	-2.3			-4.8 -3.6 -4.2	-4.2			-2:-	*
		וננ	10°C 70°C 16°C	290	•	331	331 297	290		331	296	296 NA
PUPILS TESTED 4												,

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

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	u	12	ļ	•	1	19	18	19
STANINE	4	12 - 17	Ì	1	ł	19	22	25
Z	v,	20	1	1	İ	18	21.	21 09
	۰	17	1	1	1	5	11	9
	7	12	1	- [	1	65	C7.	27
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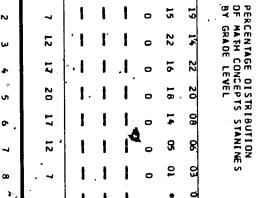
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	LEVEL	MATH COMPUTATION	PERCENTAGE DISTRIBUTION
			TRIBUT
		STANINES	I ON
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		NATE NORM GRP	12	<u></u>	10	۰	<b>6</b>	7
	1	. 4	1	1	.1	10	10	05
	2	7	1	.1	1	13	14	14
	w	12	1	1	l,	21	18	15
STANINE	*	17	١	1	ŀ	22	22	21
H	5	20	1	ŧ	1	21	16	24
	6	17	Į	1	١	12	12	9
	7	12	4	1	1	07	. 05	36
	œ	\ ~	1	1	1	02	03	60
<u> </u>	9	4_		_1_	- 1	10	10	<b>\$</b>

NORE

STANINE

204



★ 0 — At least one pupil but less than 0.5% scoring in this stanine

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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32.2	38.4	, , NC	
. 6.8	6.6	* BLACK	STAFF
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are move appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, <
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- higher grades are percentiles. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75

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0 — At least one pupil but less than 0.5% scoring in this stanine

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PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
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treme stanines contain progréssively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1974-75	SCHOOL	:
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READING MEDIAN	sid.	•	0-44	44.0	48.0	44.0	38.0	44.0
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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### 0 — At least one pupil but less than 0.5% scoring in this stanine

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> cents up to and including that stanine. smaller percentages. The percentage of three (4% + 7% + 12% = 23%). tive group scored at or below stanine nine may be computed by adding all per pupils at or below any particular statreme stanines contain progressively For example, 23 percent of the norma

grade. No matter what the school at each grade level for the school, one at the higher stanines. achievement average, most schools will geneity of achievement levels at that may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

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SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED		•	461	. *E25,	435	467*	207	. 158#
READING MEDIAN		•	32.0		6.4* 32.0	7.4*	7.4* 40.0	9.0*
MATH COMPUTATION MEDIAN	•		23.0	6.5*	6.5* 23.0	7.7*	46.0	10-1*
MATH CONCEPTS MEDIAN 2	1	NA	28.0	NA	26:0	N.A.	2 >	»
NATIONAL NORM	6.8′	8.6	50%	50% 7.8	50%	8.8 %03	50%	8.8 %03

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	NCEPTS	MATH CONCEPTS			PUTATION	MATH COMPUTATION		,	DING	READING	•	,	SUBJECT
		,	,	5 3	S - 1974-78	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ATTA DINA	XPECTED ,	RENCE IN E	-Diff	o.		

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pubils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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# $\star$ 0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of consistent fashion from one, grade to denote "about average" levels of achieve unit enables scores to be organized in a progressively lower, and the three higher grade is at about the middle of stanine Stanine scores are derived by dividing from one grade to another. This constant five. The lower three stanines denote ment. Grade-level performance at each middle three stanines – 4, 5, and 6 – Stanine scores are converted scores that clude very low scores and, to the exten rade-level test into nine equal portions. use essentially the same metric, or unit he range of skill encompassed by each nother as shown in the charts above.

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

STUDENT TRENDS  STUDENT TRENDS  STAFF TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS  ORGANIZATIONAL TRENDS					
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		ACHIEVE	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	CENTILE S	ORES'			
	GRADE	و ر و		. 10	•	, 1	_	-	
	SCHOOL YEAR.	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	1973,74	1974-75	1973-74	1974-75 1973-74	1973-74
	PÜPILS TESTED			880	* 95°	832	773*	620	653*
•	READING MEDIAN			40.0	9.5*	34.0	9.5* 34.0 . 11.2* 42.0	<b>42.0</b>	11.6*
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7	NATIONAL NORM		50% 9.8	50%	50%	50%	50% , 11.8	50%	50% 12.8
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	DIFFE	RÈNCE IN	EXPECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	VINED MEA	NS - 1974	L75 2		,
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PUPILS TESTED 3	-	,	705	589	577		705	686	577
			-	[	9				

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

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The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTR'SBUTION
OF READING STAVINES
BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STAMINES

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★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

STANTINE

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grade-level test into nine equal portions. The another as shown in the charts above. grade is at about the middle of stanine middle three stanines - 4, 5, and 6 consistent fashion from one, grade to unit enables scores to be organized in a denote "about average" levels of achieve Stanine scores are derived by dividing achievement. Stanines one and two in ment. Grade-level performance at each the range of skill encompassed by each from one grade to another. This constant use estentially the same metric, or unit, Stanine scores are converted scores that stanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote lude yery low scores and, to the extent

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

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		NATE NORM GRP	73	11	01	مد	<u>&amp;</u>	_
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STANINE	•	17	. 0	.0	ø	1	1	1
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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	i Z	3	129	6.8	42.0	81.4 42.0	4.8	13.8	68	145	ď	91.4	69.2 15.4	69.2	20.5	10.3	3301	1973-74	
	5	893	152	7.4	40.3	77.3	8.3	14.4	66	180	5	90,7	17.5	63.5	25.2	11.3	3980	1974-75	
CONTRACTED EXPENSES	CONTRACT	OPERTION	ANGHER EXPERIENCE OTILIZATION	MA WITH OR HIGHER FLA TE	1	* MISPANIC  * WHITE AND	* BLACK	NE!	PERSONAL PERSONAL	AOMINISTRATORS INSTRUCTIONAL	ADMINICE ADMINICE	ATTENDANCE RATE &	'R ₄ .	* HISPANIC * WHITE AND OTHER	BLACK	MEMBERSHIP Y	110	SCHOOL YEAR	
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	•	ACHIEVE	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	CENTILE S	CORES' ·			
	GRADE				<u>~</u>			12	
·e —	SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
	PUPILS TESTED	691	694 .	898	887	786	652	473	463
	READING MEDIAN	50.0	46.0	44.0	42.0	40.0	48.0	₩.0	46.0
	MATHEMATICS MEDIAN	54.0		48.0	48.0	44-0	52.0	46.0	54.0
	NATIONAL NORM	50%	9.8 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8
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DIFF	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-752	EXPECTED	AND ATT	NED ME	NS - 1974	-75 ²		
SUBJECT	•	READING	DING			MATHEMATICS	ATICS	1
GRADE	92	ő	11 .	12	9	of the	11	12
DIFFERENCE	+3.7	+3.7 +0.9 -1.5 -3.0 +0.2 +2.7 -2.9 -1.9	-1.5	-3.0	+0.2	+2.7	-2.9	-1.9
PUPILS TESTED 3	559	712	668	804	558	558 710	668	406

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools recigized the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

Ņ The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION OF READING STANINES

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<b>LEVEL</b>	MATH COMPUTATION STANINE	E 0
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### At least one pupil but less-than 0.5% scoring in this stanine

stanines progressively higher, levels of achievement. Stanines one and two ingrade-level test intomine equal portions. clude very low scores and, to the extent progressively lower, and the three highe Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to Stanine scores are converted scores that the range of skill encompassed by each unit enables scores to be organized in a use essentially the same metric, or unit, grade is at about the middle of stanine denote "about average" levels of achieve from one grade to another. This constant ment. Grade-level performance at each middle three stanines – 4, 5; and 6 – five. The lower three stanines denote The

> answer, only at about chance level of the expected by marking answers without readeight and nine indicate very high levels relatively strong skill deficits. Stanines that the test scores are valid, indicate answering almost all questions correctly test; that is, in about the score range of skill. Pupils scoring in stanine one indicate near perfect performance; that is, ing the questions. Stanine nine scores

shown to the right of the term "NATL NORM ative populations, and that the more ex percent of the pupils tested in the norm GRP" shown above. Note that stanines norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the nationa

> pupils at or below any particular stasmaller percentages. The percentage of cents up to and including that stanine. three (4% + 7% + 12% = 23%) tive group scored at or below stanine For example, 23 percent of the normanine may be computed by adding all pertreme stanines contain progressively

geneity of achievement levels at that at each grade level for the school, one at the higher stanines. have some pupils at the lower and some achievement average, most schools will grade. No matter what the school may develop a notion about the hetero-By inspecting the stanine distribution

<u></u>	<u></u>	₹. ~	
. 1973-74	1974-75	SCHOOL VEAR	
4100	3991	, "	
35.6	43.0	MEMBERSHIP Y	
22.6	26.0	* BLACK	STUDENT
41.8	31.0	* HISPANIC * WHITE AND	
22.9	22.0	TR. TR.	TRENDS
89.3	89.6	ATTENDANCE .	,
6	6	ADMINIC ADMINICE	٠.
193	203	AOMINISTRATORS INSTRUCTIONAL	
53	57	PERSONNER	,
14.7	13.7	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
2.6	6.8	* BLACK	STAFF
82.7 32.2	79.5	* WHITE AND	F TRENDS
32.2	34.3		DS
7.0	8.6	MA OFFICE TO SE	
149	163	A NIGHER F.A. T. KARS EX DEN CHES OTHER CHES	,
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•	* ACHIEVI	EMENT TRI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	CENTILE S	CORES'			Ø,
GRADE	9	•		0	11	••••••••••••••••••••••••••••••••••••••	12	2
SCHOOL YEAR	1974-75	1974-75 1973-74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74
PUPILS TESTED	924	946	823	940	728	808	568	466
READING MENIAN .	28.0	0.06	32.0	28.0	24.0	24.0	30 -0	26.0
MATHEMATICS MEDIAN	30 <b>-</b> 0	0.26	36-0	36.0	34.0	36.0	38.0	34.0
NATIONAL NORM	50%	8.8 %05	50%	50% 50%	50%	50% 41.8	50%	50% 12.8

DIFF	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	EXPECTED	AND ATT	AINED ME	ANS - 1974	-75 ²		
SUBJECT		READING	DING			. MATHEMATICS	MATICS	
GRADE	9	10	11	12	9	, 10 11	=	12
DIFFERENCE	+0-4	+0-7	<b>-</b> 0.5	+0.6		0.14	+0.4 +0.7 -0.5 +0.6 7 -1.5 +1.0 -1.7 +0.6	+0.6
POPHS TESTED 3	718	698	698 631		71.8	696	4982 718 696 631 497	497

- 1. In 1973-74 one-half the schools were administered, the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) dénotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

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# $\star$ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of another as shown in the charts above. clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 ment. Grade-level performance at each five. The lower three-stanines denote The

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

### NORTH CENTRAL AREA 3

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	KING, MARTIN LUTHER	JOHNSON, J. W.	PRIMARY SCHOOL C	HOLMES .	HIALEAH	GLADEVIEW "	FRANKLIN, 8.	EVANS, L. C.	EDISON PARK	DREW, C. R.	CURTISS, GLENN H.	BROADMOOR	BRIGHT, J. H.	BLANTON, VAN E:	ARCOLA LAKE	Elementary Schools
-	YOUNG, NATHAN	WEST LITTLE RIVER	SPRINGVIEW.	SOUTH HIALEAH	SHADOWLAWN	POINCIANA PARK	ORCHARD VILLA	OLINDA	MORNINGSIDE	MIAMI SPRINGS	MIAMI SHORES	MIAMI PARK	LORAH PARK	LITTLE RIVER .	LIBERTY CITY ,	1001s
			5	•	•			•	***	WESTVIEW	MIAMI SPRINGS	MIAMI EDISON MIDDLE	MANN, HORACE	MADISON	DREW, CHARLES R.	Junior High Schools
•		Table 4				•		٠.	•			MIAMI SPRINGS	MIAMI NORTHWESTERN	MIAMI EDISON .	. MIAMI CENTRAL	Senior High Schools

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1973-74	1974-75	SONOOL	·
905	970	111	
8.49	66.4	MEMBERSHIP Y	
9.0	12.4	* BLACK	STU
26-2	21-2	* WHITE AND	STUDENT TRENDS
2.49 91.5	22.5		RENDS
5.16	90.5	TRANSIENCY RATE & RATE & RATE &	
. 2	2	ADMIN.	10
54	59	ADMINISTRATORS INSTRUCTIONAL	
22	22	STAFFONAL	
25.9	28 • 8	PERSONNEL	•
1.9	3.3	* BLACK	STAF
72.2	67.9	* HISPANIC  * WHITE AND	STAFF TRENDS
43.1	41.3	****	DS '
7.3	7.1	A OHORES OHORES A OHORES A A A	
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•		° ACt	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE E	JUIVALEN	CORES 1					
GRADE #		•	N	ć	<b>(</b> 3				5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74		1974-75	1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	197	169*	196	179*	168	211*				<u>/</u>	•	
READING MEDIAN	1.3	1-6*	1.9	2.3*	2.3* 2.8	*6.3				•	,	
MATH COMPLITATION	£.4	1.5*	2.3	3.Q*	3.5	*6*8			,			
MATH CONCEPTS MEDIAN 2	1.4	Z >	2.0	NA	3.1	VN.		NA		NA		2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	<b>4</b> 88	4.8	5.8	. cs.	6.8	8.8
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· Ci		DIF	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974.75	AND ATT	AINED N	EANS -	- 1974-7	3					
SUBJECT	1		READING			•	HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPT	PTS	
GRADE	2	ω	4	57	6	2	့ယ	•	5	6	2	3	4	55	6
DIFFÉRENÇE	-0-1	-0.1 +0.0				+0-1 -0-1	 1				-0-1 -0-2	-0.2			
PUPILS TESTED "	155	155 144				152	15,2 140				152	152 140			

In 1973-74 one-half the schöols were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

^{3.} The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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PERCENTAGE DISTRIBUTION
OF REACING STANINES

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STANINE

★ 0.— At least one pupil but less than 0.5% scoring in this stanine.

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower; and the three higher grade-level test into nine equal portions. another as shown in the charts above. middle three stanines - 4, 5, and 6 unit enables scores to be organized in a grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores Ze. The lower three stanines denote

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1973-74	1974-75	SCHOOL *	
791	812	AL	
63.7	67.4	MEMBERSHIP &	
13.6	13.2	* BLACK	STU
22.7	19.4	* HISPANIC  * WHITE AND	STUDENT TRENDS
20.3	1949		RENDS
92.9	92.9	TRANSIENCY RATE & ATTENS	Es .
7	1	ATTENDANCE PATE &	
33	36	AOMINISTRATORS INSTRUCTIONAL	
23	15	STAFFONAL	
30 - 3	38.8	PERSONNEL	
0.0	2.11	* BLACK	STAFF
69.7	50.0	* HISPANIC * WHITE AND OTHER	F TRENDS
27.0	35.2	OTHER AND	DS
10.4	11.3	MA OHE AND AND AND AND AND AND AND AND AND AND	, i
109	99	A VG YEARS EXPERIENCE ONLY PLAN	
2	767	OPERTION	OR
Z P	35	EXPENSES CONTRACT	ORGANIZATION TRENDS
		CONTRACTED EXPENSES PER PUPIL	TIONAL
		220	

		ŏ	ACH	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE EC	UIVALENT	SCORES 1					
. '	GRADE .				/	3	•	4		. 51		6	
•	SCHOOL YEAR	1974-75	1974-75 1973-74	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
'	PUPILS TESTED		,					199	210	248	237	221	206
	READING MEDIAN	•				•		3.5	3.0	4.1	4.4	5.3	~ ´5 _• 3
-	MATH COMPUTATION							4.1	4.1	4.6	5.2	<b>6.</b> 0	6.5
	MATH CONCEPTS MEDIAN 2		Z		NA		NA	3.7	N A	4.0	NA	5.4	N A
	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	8.8
		,		٠								,	

	. A .		DI,F	FERENC	E IN EX	PECTED ,	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	MEANS -	1974-75	S				q	
	SUBJECT		_	READING	4			MATH	MATH COMPUTATION	ATION		•	MATH	MATH CONCEPTS	PTS	
	GRADE	2	3	4	. σ	<b>о</b> .	2	3	4	5	6	2	ω	4	σı	6
45	DIFFERENCE		1	+0.0	1.0+	+0.0 +0.1 +0.2			-0.2	-0.2 -0.2 +d	1,4			<b>-0.3</b>	-0.3 -0.5 -0.5	4.5
	PUPILS ,TESTED *		·	145	195	145 195 181			145	145 195 181	. 180-			146	146 195 180	180
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^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STANINES

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#### BY GRADE LEVEL OF MATH COMPUTATION STANINES PERCENTAGE DISTRIBUTION

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BY GRADE LEVEL OF MATH CENCEPTS STANINES

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	·	7	12	01	0	01	.1	ł	:	

### * At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. clude very, low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 -The lower three stanines denote Grade-level performance at each The

> expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines answering almost all questions correctly. indicate near perfect performance; that is, ing the questions. Stanine nine scores test; that is', in about the score range that the test scores are valid, indicate of skill. Pupils scoring in stanine one

shown to the right of the term "NATL NORM ative populations, and that the more exnorm group scoring in each stanine is percent of the pupils tested in the norm tour, five, and six include the middle 54 GRP" shown above. Note that stanines The percentage of pupils in the national

> treme stanines contain progressively pupils at or below any particular stacents up to and including that stanine. smaller percentages. The percentage tive group scored at or below stanine nine may be computed by adding all perthree (4% + 7% + 12% = 23%) For example, 23 percent of the norma-

at each grade level for the school, one at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

			•
1973-74	1974-75	SCHOOL YEAR	
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		ACH	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
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SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PLIPILS TESTED	82	18	96	110	143	144	133	142	148	186		
DIAPTINO MEDIAN	1.3	1.5	2.1	2.0	2.3	2-4	3.1	2.9	4.1	3.7		
							,	,	5	Ŝ		
MATH COMPUTATION	1.8	2.2	2.8	2.5	3.4	3.5	3.9	3.9	3.1	3.6		
MATH CONCEPTS MEDIAN 2	1.8	N N	2.9	×	3.0	N A	3.5	z >	4.5	N.	,	2
NATIONAL NORM	1.8	ca ca	2.8	2.8	3.0	3.8	4.8	4.8	5.8	ت. ته	6.8	6.8
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· ·		무	FERENC	E Z EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED M	EANS -	1974-75	S		١. ا			
SUBJECT		<b>.</b>	READING				MATH	MATH COMPUTATION	ATION	`		HTAM	MATH CONCEPTS	PTS	
OCBSEC.									]			,	.	'	,
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DIFFERENCE	-0.1	-0.4	-0.1 -0.4 +0.1 -0.4	-0-4			-0.3 -0.2 -0.3	2	1						
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PERCENTAGE CISTRIBUTION OF READING STANIJES
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STANINE	<b>, 4</b> ,	m <del>4</del> 7	į	21	17	19	25	27
I NE	5	20	:	12	13	80	14	6,
	6	17	:	05	90	03	04	0
1	7	12	:	o,	10	02	01	٥
	œ	7	1	£	0	0	2	٥
	9		1	10	2	0	0	0
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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	7	. 12	1	10	03	10	04,	20
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRACE LEVEL*

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, F.	**	RP	6	S	4	w	N	
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	2	+	1	11	24	27	10	8
	w	12	1	30	19	26	90	=
STANINE	•	17	1	25	22	32	21	29
I NE	5	20	:	12	13	96	26	26
	6	17	1	, 09	90	2	19	12
	7	1.2	1	10	0	10	21	8
	8	7	1	0	10	2	40	9
	9	•	1	0	0	10	03	03

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

clude very low scores and, to the extent grade-level test into nine equal portions. the range of skill encompassed by each achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine another as shown in the charts above consistent fashion from one, grade to Stanine scores are converted scores that progressively lower, and the three higher denote "about average" levels of achieve middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing unit enables scores to be organized in a trom one grade to another. This constant use essentially the same metric, or unit, five. The lower three stanines denote ment. Grade-level performance at each The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the mational norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

STUDENT TRENDS  STAFF TRENDS  STAFF TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  ORGANIZATIONAL  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TRENDS  TR	—т			
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		ACH	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE EC	UIVALENT	SCORES 1		<u>.</u>			
GRADE			2		3	3			5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74 1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS: TESTED `	195	21.7*	217	236*	258	253*		·				
READING MEDIAN	1.4	1.6*	,1.9	2.1*	2.1* 2.5 2.7*	2.7*						
MATH COMPUTATION	1.5	1.7*	2.3	*Ť*2	3.3	3.4*						
MATH CONCEPTS MEDIAN 2	1.7	NA	2.2	z >	3 1	.×		N.		Z >		2 >
NATIONAL NORM	1.8.	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
			-									•

		DIFI	ERENCI	EINE	KPECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AINED N	EANS -	1974-75	٠ ۵					
SUBJECT .		<u></u>	READING				HTAM	MATH COMPUTATION	ATION		,	MATH	MATH CONCEPTS	PTS	
GRADE	3	ω	4	σ	6	2	ω	4	51	6	2	3	•	σ	ნ
DIFFERENCE	-0-1 -0-1	0		.		-0-3	-0.3 +0.0				-0-2 +0-0	+0.0			
PUPILS TESTED .	. 189	189 209			(A)	191	191 212		. •		192	192 212			
									,						

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974.75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRACE LEVEL

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES. BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		9		1	ł	ł	*	01	07
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# ★ 0. — At least one pupil but less than 0.5% scoring in this stanine

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stanines progressively higher, levels of denote "about average" levels of achieve grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two ingrade is at about the middle of stanine Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to Stanine scores are converted scores that progressively lower, and the three higher ment. Grade level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, five. The lower three stanines denote

that the test score's are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils-scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

		•	v
1973-74	1974-75	SCHOOL I	
284	361	Ak	-
60.0	67.3	MEMBERSHILY	
32.4	15.0	* BLACK	STUI
7.6	17./1	* HISPANIC * WHITE AND OTHER	STUDENT TRENDS
245.2	13-6	194	RENDS
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16	16	PERSONAL	
27.8	30 • •	PERSONNEL  * BLACK	
٥٠٥	4.3	* 4/S0	STAFF
72.2 37.5	65.3	OFFE	STAFF TRENDS
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		<b>A</b> CH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE EC	UIVALENT	SCORES 1					
GRADE .			2		ω			•	5	,	6	
SCHOOL YEAR	1974-75	973-74	1974-75	1973-74	1974-75	1973-74 1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
									611	86*	99	127*
PUPILS TESTED		•				-					·	
READING MEDIAN		٠						٠.	4.2	*.1.	9.5	23.6
MATH COMPUTATION									5.0	5.1*	0.0	5.6*
MATH CONCEPTS MEDIAN 2	,	NA		2>	-	NA		N.	0*+.	NA	5.4	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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	밁	GR.	S	- P
DIDING TESTED 4	DIFFERENCE	GRADE	SUBJECT	
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		•	READING	FERENC
93	-0-1	5		E IN EX
75	-0.1 +0.2	6		PECTED.
		2		DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3
		ω	матн	AINED N
		4	MATH COMPUTATION	AEANS -
92	+0.1	5	ATION	1974-7
72		6		5 3
		2		
		ω	MAT	
			MATH CONCEPTS	
36	2	5	PTS	
	-0.2 +0.2	6		_

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### $\star$ 0, — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two in the range of skill encompassed by each use essentially the same metric, or unit clude very low scores and, to the extent stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a Stanine scores are converted scores that from one grade to another. This constant ment. Grade-level performance at each The lower three stanines denote The

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

			_
1973.74	1974-75	SEHOOL YEAR	
833	913	40	
0.001	0.001	MEMBERSHIP &	
0.0	0•0	* BLACK	OLS
0.0	0.0	* HISPANIC  * WHITE AND	STUDENT TRENDS
<b>*.</b> 5	11.7		RENDS
94.2	93.0	TRANSIENCY ATTENDANCE RATE &	
. 2	1	ADMINICE &	
<u>-</u>	43	ADMINISTRATORS INSTRUCTIONAL	
26	29	STAFFONAL PERSONE	
31.7	41.8	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
0.0	2.3	* BLACK	STAFF
68.3 26.7	55.9	* HISPANIC  * WHITE AND	F TRENDS
26.7	25.5	MA 8 IN	DS
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NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	
1.8 -	1.8	2.0	* 1. 9	76	1974-75		
1.8	NA	2.1	1.5	106	1973-74		ACH
2.8	2.8	3.5	2.1	85	1974-75	2	HEVEMENT
2.8	×	3.9	2.0	sit	1973-74	•	TRENDS:
3.8	3.7	4.6	2.8	, ,98	1974-75 1973-74 1974-75	· 6	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
3.8	Z	4.5		114	1973-74		UIVALENT
4.8	<b>*.</b> 5	5.1	4.4	97			SCORES 1
å.	ZA	5.6	*	99	1973-74		
5.8	5.0	5.7	:	93	Ļ	57	
5.00	2 >	5.7	4.2	109	-		
8.3	5.6	6.7	1.1	96		6	
<b>8.</b> 3	2 >	6.5	;	110	1973-74		

$\neg$			DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974,75 3	AND ATT	AINED N	IEANS -	1974,75	ພ					
s	SUBJECT		20	READING				MATH	MATH COMPUTATION	ATION			HTAM	MATH CONCEPT	STS	
ெ	GRADE	2	ω	•	55	6	2	ω	4	55	6	2.	3	4	5	6
<del>.</del>	DIFFERENCE	0.1	+0.2	+0.7	٠ <u>۶</u>	-0.1 +0.2 +0.7 -0.2 +1.5 +0.7 +0.5 +0.5 -0.1 +0.	+0-7	÷0•5	+0.5	0.1	<b>•0•9</b>	9 +0.4 +0.3 +0.3 =0.1	+0,-3	+0-3		+0-2
او	PUPILS TESTED 4	70	œ.	92.	85	70 88 92 85 87 66 89 91 84	66	8.9	16	8.	87	67	.89	91	85	87

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

clude very low scores and, to the extent achievement. Stanines one and two ingrade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve shiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote ment. Grade-level performance at each The

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1973-74	1974-75	SCHOOL YEAR	
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	4.0			4.2*		3.5*	2.9					MATH COMPUTATION MEDIAN
	3. 4		3.5	ļ	2.5	2.8*	2.4					READING MEDIAN
	101		165	358*	154	281*	155				•	PUPILS TESTED
1973-74	1 5	1973-74		10	l	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
	6		5	_			w	2		· \		GRADE
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		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED A	AEANS -	1974-75	. "					
SUBJECT		-	READING				MATH	MATH COMPUTATION	MOITA		,	HTAM	MATH CONCEPT	815	
GRADE	2	ω	4	ហ	6	2	3	<b>.</b>	57	6	2	ω	*	ts	6
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PUPILS TESTED 4	, •		133	122	133 122 131										

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NOTE: Due to errors in test administration, students were tested with the "Old" Stapford in Math Computation and Math Concepts. The differences in expected and attained means were not available.

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PERCÉNTAGE DISTRIBUTION CF READJNG STANINES BY GRADE LEVEL

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STANINE	g <b>.</b>	17	15	16	19	17	ł	H	
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BY GRADE LEVEL PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINGS

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NOTE: Stanine distributions were not available because students			NATE NOR# GRP	6	r,	10>	. x c	n 2
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*0 At least one pupil but less than 0.5% scoring in this stanine.

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at each grade level for the school, one at the higher stanines. have some pupils at the lower and some achievement ayerage, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the hetero-By inspecting the stanine distribution

			• •	
1973-74	1974-75	`	SCHOOL YEAR	. 6
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928 100.0	100-0		MEMBERSHIP Y	
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0.0	0.0		* WHITE AND	STUDENT TRENDS
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7.8 90.2	88.7		TRANSIENCY ATTENDANCE RATE &	,
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45	*6		AOMINISTRATORS INSTRUCTIONAL	
*6	90		STAFFONAL DE OTIO	
44.4		◝	PERSONNEL  * BLACK	
•	:		* ALL	STAFF
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23.0	3	7	MA SINI	S
		70	OR MIGHER  FLATON YEAR	
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	_		2.		3		4	4.5	<b>U</b> T		on.	
GNACE		-							1074.76			1973-74
SCHOOL YEAR	1974-75	1973-74	1974-75	1974-75 , 1973-74   1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74		18/3-/8
00.000								220	110	100 <b>1</b>	11	22*
PUPILS TESTED	103	118*	124	132*	115	145	139	400		1		
	1	1 6:	1-6	2-2*	2.1	2.2*	3.3	3.4*	3.9	4.4.	4.2	·
READING MEDIAN	:	•					1			, O.	5-6	6.5*
MATH COMPUTATION	. 1-4	1.7*	2.2	3.1*	3.5	3.48	•	* 1	4.0	0.07		
MEDIAN	•		,		3		3.7	!	3.7	2	4.2	≥ >
MATH CONCEPTS MEDIAN 2	1.4	»	2.3	× ×	3.0	NA	3.1	24	1	2		<u></u>
MATON A CONTRACT	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	8.3	6.8	6.8
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_			밁	FERENCI	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED M	EANS -	197475	3		- ,	r		
	CI IB IE/TI	Ŷ*	20	READING				HTAN	MATH COMPUTATION	ATION			HTAN	MATH CONCEPTS	STA	
_	SOBJECT												,	•	1	0
	GRADE	2	ω	•	ຫ	6	2	ω	4	5	8	2	ω	•	U	0
_			3	+0-5	÷	10 0 =0.2 +0.5 +0.0 =0.3 =0.1 =0.1 +0.7 =0.1 =0.	3		+0.7	9	2	+0.0 -0.3 +0.2 -0.5 -0.1	0.3	+0.2	-0.5	٥.
	DIFFERENCE	•0•0	2.0								<u>'</u>			-	٥ و	2
	DIDII & TESTED 4	111	105	130	/98	111 105 130 /98 103 103 104 130 98	103	104	130	98	103	5.01	103 104 130	100	3	<u>;</u>
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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
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OF READING STANINES	_	. ,	
READING STANINE	ВЧ	닦	
	GRADE LEVEL	READING STANINE	CONTRACT OF CASE OF FREE

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-	4	16	07	63	26	18	53
2	٤.	23	13	19	29	29	21
w	12	37	9.	34	19	24	38
. 4	17	19	17	26	69	15	24
J.	20	05	15	. 14	=	10	04
6	17	0	Õ	04	104-	04	04
7	12	0	10	10	10	0	2
. 68	7	0	0	0	0	10	0
9	*	2	0	21	0	0	0
	3 4 5 6 7 8	7 12 17 20 17 12 7 2 3 4 5 6 7 8	6 16 23 37 19 05 0 0 0 0 L H 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	5 07 13 39 17 15 10 01 0 6 16 23 37 19 05 0 0 0 1 1 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	4 G3 19 34 26 14 04 01 0 0 5 07 13 39 17 15 10 01 0 6 16 23 37 19 05 0 0 0 0 1 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	3 26 29 19 C9 11 404 01 0 4 C3 19 34 26 14 04 01 0 0 5 07 13 39 17 15 10 01 0 6 16 23 37 19 05 0 0 0 0 L 4 7 12 17 20 17 12 7	2 18 29 24 15 10 04 0 01 3 26 29 19 C9 11 404 01 0 4 C3 19 34 26 14 04 01 0 0 5 07 13 39 17 15 10 01 0 6 16 23 37 19 05 0 0 0 0 1 4 7 12 17 20 17 12 7

### OF MATH COMPUTATION STANINES

		NOR M GRP		п	103	<b>70</b> G	,		٠
		25.5	. 0	S)	4	w	2	-	
	1	4	9	07	04.	9	9	80	
	2	7	16	15	11	13	27	25	
	3	12	20	29	17	17	19	91	
STANINE	4	17	,26	24	16	17	15	14	
Z	5	20	14	13	22	10	17	17	
	,6	17	80	07	14	12	07	ľ4	
	7	12	0.3	04	12	05	04	05	
	8	7	0	13	05	C8	0	2	
	9		Ò3	, ·		99	•	0	

#### CF WATH CONCEPTS STANINES PERCENTAGE DISTRIBUTION

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			NATL NOR P	6	ى ن	4	w	Ν.	-
1		-	4	23	21	ဂ	80	07	20
		2	7	ω ω	35	14	19	14	17
		w	12	15	20	25	31/2	28	20
	STANINE	4	17	18	13	35	20	29	29
	INE	5	20	07	80	16	13	14	17
		6	17	ន	03	06	07	05	90
		7	12	01	0	01	0	03	04
		8	7	0	0	01	o,	0	0
	7	9	*	0	0	0	0	0	0

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## At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two include very low scores and, to the extenstanines progressively higher, levels of grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a prégressively lower, and the three highe grade is at about the middle of stanine the range of skill encompassed by each Stanine scores are derived by dividing use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote denote "about average" levels of achieve middle three stanines - 4, 5, and 6 from one grade to another. This constant Grade-level performance at each The

> eight and nine indicate very high levels that the test scores are valid, indicate answering almost all questions correctly. relatively strong skill deficits. Stanines indicate hear perfect performance; that is ing the questions. Stanine nine scores test; that is , in about the score range answer qnly at about chance level of the of skill. Pupils scoring in stanine one expected by marking answers without read-

ative populations, and that the more expercent of the pupils tested in the normfour, five, and six include the middle 54 GRP" shown above. Note that stanines shown to the right of the term "NATL NORM norm group scoring in each stanine is The percentage of pupils in the nationa

> cents up to and including that stanine nine may be computed by adding all per pupils at or below any particular stasmaller percentages. The percentage of three (4% + 7% + 12% = 23%)tive group scored at or below stanine treme stanines contain progressively For example, 23 percent of the norma

achievement average, most schools will geneity of achievement levels at that at each grade level/for the school, one grade. No matter what the school may develop a notion about the hetero-By inspecting the stanine distribution at the higher stanines. have some pupils at the lower and some

<u>.                                     </u>		• }	
1973-74	1974-75	SCHOOL YEAR	
666	652	Av	٠,
4.7		MEMBERSHIP  % P.	
29.3	28-2	& BLACK.	STUE
66.0	66.1	* HISPANIC  * WHITE A	STUDENT TRENDS
20.3	12.7	TRACEANO	RENDS
93.8	94.2	ATTENDANCE ATTENDANCE	
	2	ADMINISCE &	
. 29	35	ADMINISTRATORS INSTRUCTIONAL	
112	16	PERSONAL PERSONS	
20.7	17.1	PERSONNEL &	
0.0	5.7	* BLACK  * HISPANIC	STAFF TRE
0.0 /9.3		0.1/6	TRENDS
4.16	27.7	MA & WITT	S
8.0	8.6	OR DEGREE FAVG VEA	
401	117	OR HIGHER  A VG YEARS  EXPERIENCE  UT! PLA	
2 >	976	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	ORG
NA	ა	OPERATING OPERATING OPERATING ONTRACTIO EXPENSES CONTRACTIO EXPENSES PERPUPIL	ORGANIZATIO TRENDS
		SPIL .	N

		ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	UIVALENT	SCORES 1					
GRADE			2	#	Ų	•			On		6	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74		1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973.74
PUPILS TESTED	58	61*	81	73*	59	95*	84	*88	93	*86	99	103*
READING MEDIAN	1.5	1-9*	2.7	2.7*	3.6	3.5*	4.8	4.6*	5.4	5.2*	5.3	6.1*
MATH COMPUTATION MEDIAN	1.9	2.2*	2.2* 3.0	***E	3.7	3.9*	5.5	5.8*	6.0	6.0*	6.0	6.9*
MATH CONCEPTS MEDIAN 2	1.8	NA	2.7	NA	5 - 2	ΝA	5.2	NA	5.8	NA	5.8	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	<b>4</b> .8	5.8	5.8	8.8	6.8
				•	*.					•		•

		9			DE LEILE DE LA LOI LOI LOI DE COMPLIATION		MATU I	Complet	A TION			אר אר אר אר אר אר אר אר אר אר אר אר אר א	CONCE	oTe	
SUBJECT			READING	•			MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	,
GRADE	2	ω	4	5	6	2	3	4	· თ	6	2	з	4	យា	6
DIFFERENCE	-0-2	-0-1	-0-1	1.0+	-0.2 -0.1 -0.1 +0.1 -0.1 -0.2 -0.6 +0.2 -0.5 -0	-0.2	-0.6	÷0-2	<b>-0.</b> 5	<b>-0.</b> 8	<b>-0.3</b> +0.4 <b>-0.1 -0.6 -0.5</b>	+0.4	1.0	-0-6	J
PUPILS TESTED 4	58	55	7,4	67	58 55 74 67 84 56 53 74 67	56	53	74	67	84	56	53	74	67	P

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable:
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3-9

PERCENTAGE DISTRIBUTION OF READING STANINES

					ž n	CTANTNE				
	9	<b>&amp;</b>	7	6	us.	4	ω	2	-	
,	*	7	12	17	20	17	12	7.	4	NORY GRP
	10	90	06	10	16	17	21	16	07	6
	0	05	05	ra L	31	24	13	07	10	ທ໌
•	0	0	10.	10	34	20	13	07.	13	4.
	04	C7 °	10	11	8	24	80	17	٥	w
•	0	0	10	22	19	21	14	9	04	~
	03	65	80	16	13	23	Ξ	16	5	-

#### BY GRADE LEVEL OF MATH COMPUTATION STANINES PERCENTAGE DISTRIBUTION

,				INE	STANINE				
9	œ ·	7	6	5	4	w	2	1	
	7	12 `	17	20	.17	. 21	7	4	PRAT
5	G	. 05	90	26	31	10	14	0	6
10	Ö	18	16	27	2.1	13	0	0	5
95	93	13	15	21	14	13	9	0	4
12	10	40	10	28	33	Ö	11	10	w
2	· C5	15	1	30	16	12	07.	•	<b>7</b>
٥	C	1	16	24	18	13	13	03	-

PERCENTAGE DISTRIBUTION OF MATH CCNCEPTS STANINES BY GRADE LEVEL

	,	Ì	I		NE NE	STANINE	ŀ					
	9	<b>œ</b> '	7	٥	5	•	w	N	<u>_</u>		•	
NATE GRP		7	12	17	20	.17	. 12	7	1	NAT C NORM GRP	NOR GRP	
	10	g	. 05	90	26	16 . 91	10	14	0	0		
, ,	10	ò	18	16	27	2,1	13	0	0	5	ſ	
n O :	05	65	13	15	21	14	13	9	0	4	נ סייה	
<b>&gt;</b>	10	10	40	10	28	33	10	11	10	w	<b>→</b> 70 d	
. ·	40	· 65	1.5	11	30	16	12	07	0,	~	,	
اب،	0	6	=	16	24	18	13	13	03	-	,	

	1		ı	I	1	I	ı	ſ	
				NE NE	STANINE				
9	<b>œ</b>	<b>Ĭ</b> .	<b>م</b> `	5	4	3	2	-	
	7	12	17	20	17	12	7	*	<b>88</b> €
2	0	40	16	19	19	12	18	09	0
0.	10	12	23	24	12	16	9	E0	, 5
5	40	16	17	22	17	14	90	10	4
10	=	15	26	21	80	0.4	40	0	w
10	•	09	19	25	17	15	07	40	2
c	G	ä	0	23	6.7	-	C	c	٠,

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## At least one pupil but less than 0.5% scoring in this stanine

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. progressively lower, and the three highe grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, the range of skill encompassed by each Stanine scores are converted scores that from one grade to another. This constant

> eight and nine indicate very high levels answering almost all questions correctly expected by marking answers without readanswer only at about chance level of the relatively strong skill deficits. Stanines test; that is , in about the score range of skill. Pupils scoring in stanine one that the test scores are valid, indicate indicate near perfect performance; that is, ing the questions. Stanine nine scores

ative populations, and that the more expercent of the pupils tested in the norm GRP" shown above. Note that stanines shown to the right of the term "NATL NORM norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the national

> pupils at or below any particular stasmaller percentages. The percentage of tive group scored at or below stanine For example, 23 percent of the normacents up to and including that stanine. treme stanines contain progressively three (4% + 7% + 12% = 23%)nine may be computed by adding all per-

at each grade level for the school, one at the higher stanines achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

1973-74 478 54-1 32-2 13-7 14-7 92-2	1974-75 433 50 • 2	SCHOOL YEAR AVERAGE DAILY MEMBERSHAP	
1 32.2	2 37.9	* BLACK	910
13.7	37.9 11.9	* HISPANIC  * WHITE AND	STODENT INCHOO
14.7	14.7	TRA	הביים ביים ביים ביים ביים ביים ביים ביים
92.2	93.6	ATTENDANCE PATE & ATTENDANCE PATE &	
2	2	ADMINISTRATORS	
22	28	INSTRUCTIONAL STAFF	
24	17	PERSONIAL	
<b>40.9</b>	42.8	PERSONNEL * BLACK	,
1.9	3.5	* HISPANIC	
9.1 50.0 34.6	53.7	ONTE	
34.6	29.6	M. 8 WIT	
2.6			
64	83	FLA VG YEARS EXPERIENCE UTIL PLA	
2 >	080	1 6.76.77	$\dagger$
>	40	1 (2) \ '//	INEMDO

ū				TOTAL OF	מייים אסר פיי	7111177 ENT	COORES 1		į			
•		ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES					
GRADE			N						5		6	
SCHOOL YEAR	1974.75	1974-75 1973-74	1974-75 1973-74		1974-75	1974-75 1973-74, 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
					•				134	149*	169	175*
	,									,	1	50
READING MEDIAN									*.4	•		
MATH COMPUTATION					٠				5.9	6.3*	7.5	6.9*
MATH CONCEPTS MEDIAN 2		N A		Z >		N >		×	5.4	2 >	2.0	>
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	<b>.</b> 8	4.8	5.8	5.8	6.8	8.8

		_ 	FEREN	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND AT	TAINED !	MEANS -	1974-75	J. 3					
SUBJECT			READING	ធ			HTAM	MATH COMPUTATION	TATION			HAT.	MATH CONCEPTS	PTS	
			1												'
GRADE	2	ω	4	ຫ	<del>o</del>	2	ω	4	5	6	2	3	•	5	G
		1							5	20.5				+0-4 +0-1	÷0+
DIFFERENCE	_		-	+0.0	+0.0 +0.1		<del>-</del>		+0.4	+0.5					3
DIDIE TECTED 4				115	115 125				115	125				115	125

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CCNCEPTS STANINES
BY GRADE LEVEL

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		NATE NOR#	0	US.	4	w	2	-
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•	2	7	14	16	i	- :		
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STANINE	4	17	22	25	:	1	ł	;
I NE	5	20	22	18	:	i	•	:
	6	17	10	9	:	ł	:	:
	7	12	c	60	:	ŀ	:	:
_	80	7	0	01	ł	ł	ł	i
	9	4	01	10	Í	ł	.:	:
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		NOR GRP		г	n O 1	<b>→</b> 72 0		
		NATE NOR M	0	5	4	w	2	-
	<b>—</b>	4	03	10	1	ł	1	-
	2	7	90	80	ŀ	ł	1	ŀ
	u	12	10	14	ľ	ł	1	:
STANINE		17	17	20	ŀ	ł	i	:
NE NE	JS .	20	14	22	:	ł	i	:
	6	17	14	14	;	ł	•	:
	7	12	17	12	ì	ł	:	:
	<b>39</b>	7	83	C4	:	ł	ŀ	:
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	2	7	=	9	ł	ł	:	•
	w·	12	° 13	17	ł	ŀ	ł	
STANINE	*	17	24	24	ł	ŀ	:	:
¥I NE	5	20	10	19	ŀ	ŀ	ŀ	
	•	17	13	16	:	ł	ŀ	;
•	7	12	10	05	ŧ	ł	i	1
		7	07	Q3	, :	1	ŀ	1
	9	•	07	0	:	1	;	:

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o z z

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

*stanines progressively higher, levels of progressively lower, and the three higher grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two ingrade is at about the middle of stanine denote "about average" levels of achievethe range of skill encompassed by each consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing another as shown in the charts above. use essentially the same metric, or unit, The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	1973-74	1974-75	SCHOOL YEAR	
	633	565	11	
	30.1	28.7	MEMBERSHIP X	
	52.9	54.8	* BLACK	STU
٤	52.9 17.0	16.5	* HISPANIC  * WHITE AND  OTHER	STUDENT TRENDS
	17.2	19.4	TRANSIENCY RATE &	RENDS
	93.5	94.3	''/>.	
	ı	1	ADMINICE ADMINICE	
	27	31	ADMINISTRATORS INSTRUCTIONAL	
	23	11	PERSONN	
	22 • 2	22.5	WE.	
~	11.1	22.5	* BLACK	STAF
	66.7	55.0	* HISPANIC  * WHITE AND	STAFF TRENDS
	13.8	19.3	Ma & Wi	SC
	6.9	7.5	SE NIGHER LES	
	17	91	SECRET FROM STATE OF THE SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRET FROM SECRE	
	2 >	896	OPERION	ORG
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		ĄÇI	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE		-	2	?	3	3	. 4		5		6	
SCHOOL YEAR	1974-75	1973-74 1974-75 1973-74	1974-75		1974-75 1973-74		1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
PUPILS TESTED	63	83	95	107	1.03	13,8	119	159		<b></b>		
READING MEDIAN	1.5	1.4	2.1	2.1	3.2	3.1	3.8	3.6	,		٠	
MATH COMPUTATION MEDIAN	1.8	1.8	3.0	3.5	876	4-4	5-1	4.6				
MATH CONCEPTS MEDIAN 2	2.4	NA	2.5	NA	3.4	NA	4.5	N N		N N		Z >
NATIONAL NORM	, 1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	55 .80	6.8	6.3

		DE.	FERENC	ENEX	(PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AINED M	EANS -	1974-75	3					
SUBJECT		_	READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	<b>A</b>	σı	თ	2	3	•	5	6	2	3	•	5	6
DIFFERENCE	+0-1	+0.1 +0.1 -0.1	- 0. 1	_		+0 -2	+0.2 -0.5 +0.1	1.0+			+0.0	+0-0 -0-6 -0-1	-0.1		
PUPILS TESTED 4	65	87	87 102			65	65 87 102	102			65	87	87 102		
											,				

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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the
extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade
equivalent units should generally be discounted and interpreted as "about as expected."

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score; and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRACE LEVEL

		GRATI			נים ח	> TC C	,		
	-	NAT'L GRP	6	ď	4	w _j	8		
	-	4	i	1	12	90	11	14	
-	2	7	:	ļ	21	17	25	4	
	щ	12	:	;	20	25	22	22	
STA	4	17	1	;	20	20	14	15	
STANINE	5	20	•	:	13	15	11	16	
	<b>6</b>	17	:	ľ	12	13	.09	11	
٠.	7	12	;	;	10	0	07	05	
	8	7	1	1	0	13			
		4		:	10	0	0	٥	
		<u> </u>							

#### BY GRADE LEVEL OF MATH COMPUTATION STANINES PERCENTAGE DISTRIBUTION

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	2	7	1	ł	07	11	10	21
	w	12	1	:	12	20	12	16
STANINE	4	17	1	ł	. 25	. 20	18,⇒≽14	14
I NE	5	20	;	i	19	25	<b>*1</b>	21
	٥	17	;	:	12	12	. 22	90
ľ	, 7	12	ł		07	90	E .	9
	88	7	ł	ł	63	Ç3	05	40
	9	*	1	ł	0	0	Ö	0

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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			NATE NOR#	6	U	4	w	Ν	-
		1	*	ł	ŧ	07	0	40	07
		2	7	ł	ł	17	80	17	=
		w	12	1	ł	15	20	14	5
-	STANINE	•	17	ł	ł	17	29	21	17
	I NE	ر د	20	ł	ł	22	23	19	8
		6	17	ł	ł	11	0	13	07.
		7	12	1	ł	10	\$	99/	=
		٠ 🕳 ا	. 7	ł	ļ	0	03	03	1
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# At least one pupil but less than 0.5% scoring in this stanine

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine denote "about average" devels of achievegrade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to progressively lower, and the three higher the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that middle three stanines - 4, 5, and 6 use essentially the same metric, or unit, The lower three stanines denote Grade-level performance at each The

> eight and nine indicate very high levels answer only at about chance level of the answering almost all questions correctly. expected by marking answers without readtest; that is , in about the score range relatively strong skill deficits. Stanines indicate near perfect performance; that is ing the questions. Stanine nine scores of skill. Pupils scoring in stanine one that the test scores are valid, indicate

ative populations, and that the more expercent of the pupils tested in the normshown to the right of the term "NATL NORM norm group scoring in each stanine is four, five, and six include the middle 54 GRP" shown above. Note that stanines The percentage of pupils in the national

> pupils at or below any particular stasmaller percentages. The percentage of treme stanines contain progressively tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all perthree (4% + 7% + 12% = 23%) For example, 23 percent of the norma

at each grade level for the school, one achievement average, most schools will grade. No matter what the school geneity of achievement levels at that By inspecting the stanine distribution at the higher stanines. have some pupils at the lower and some may develop a notion about the hetero-

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1973-74	1974.75	SCHOOL YEAR	<del> ·</del> i
112	955	110	
97.3	99.6	MEMBERSHIP X	
2.3	0.0	* BLACK	STUI
0.4	0.4	* HISPANIC  * WHITE AND	STUDENT TRENDS
9.4	6.7	TRI	RENDS
92.6	<b>4</b> *06	777.	
1	~~~~	RATE & ADMINIO	
28	34	ADMINISTRATORS INSTRUCTIONAL	•
54	44	STAFFONAL PERSONS	
32.1	35.2	WE!	
32.1 14.3	11.7	* BLACK	STAF
53.6	53.1	* HISPANIC WHITE AND OTHE AND	STAFF TRENDS
15.2	17.1	CA 10	DS
6.5	7.7	E.A. V. GAEE	
86	88	EXPERIENCE UT PARS	
2	621	UTILIZATION  OPERATING  EXPENSES	OR
N.	261	EXPENATING CONTRACT EXPENSES CONTRACT	GANIZATIO TRENDS
		CONTRACTED PER PURES PER PURES	TIONAL
	24	0	

		ACT	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE			2		ω				5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1973-74 1974-75 1973-74	1973-74
PUPILS TESTED	177	187	216	213	168	160	146					
READING MEDIAN	2.2	1.3	2.9	2.1	2.8	2.4	4.4	a				
MATH COMPUTATION MEDIAN	2-1	1.6	2.8	3.1	33	3.8	4.3					
MATH CONCEPTS MEDIAN 2	2.0	NA	2.5	° N	2.7	Z >	3.7	, N		Z >		×
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	55.8	5.00	6.8	6.8

		PF	FERENC	E IN E)	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	1974-7	3					
SUBJECT			READING	-			HTAM	MATH COMPUTATION	MOITA			MATH	MATH CONCEPTS	STA	
GRADE	2	а	•	σı	6	2	3	4	5	6	2	ω	•	51	6
DIFFERENCE	+0-8	+0.1	+0.8 +0.1 +1.1.			+0.3	+0.3 -0.4 +0.1	+0.1			g-0+	+0-8 -0-7 +0-1	*0.1		
PUPILS TESTED 4	193	154	193 154 134			191	191 155 132	132			191	155	32		

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- μ The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils accord higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should genefally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

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GR AD	OF READING STANINES	CENT
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	2	7		:	0	13	03	ţ
	υ	12	:	:	16	37	80	20
STANINE	4	17	ŀ	•	28	26	21	07
Z Z E	vs -	20	:	:	36	15	ω U	17
	6	17	;	•	13,	40	25	44
	7	12	;	:	63	0	03	17
	60	7	;	i	10	0	04	Ç4
	9	*	. :	:	0	0	0	2
	1							

### PERCENTAGE DISTRIBUTION' OF MATH COMPUTATION STANINES BY GRADE LEVEL

		GRP RAT		_	נ ט ח	<b>▶</b> ≈ (	ה	
	L	NATE NORF GRP	6	ъ	4	w	N	-
	1	*	1	1	0	, <u>\$</u>	١0	\$
	2	7	1	;	10	18	13	11
	3	12		ŧ	. 22	16	13	10,
STANINE	4	17	ł	ŀ	31	25.	21	9
M I	5	20	ł	:	17	20	17	27
	٥	17	1	:	13	80	<b>ב</b>	23
	7	12	1	:	03	05	13	9
	80	. 7	ł	ŧ	0	٥	07	٥
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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			727	٥	S.	*	w	~	-
		1,	•	i	!	10	10	9	Ş
ø		2	7	1	1	12	27	15	80
		w	12		ł	35	26	12	13
	STANINE	4	17	1	1	30	19	17	7
	NE I	5	20	ł	ł	13	12	15	20
		6	17	;	:	05	20	19	21
		7	12	1	ŧ	03	2	08	7
		<b>CB</b>	7	:	I	01	0	03	\$
		vo		ţ	ŧ	0	2	0	\$

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. the range of skill encompassed by each clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant The lower three stanines denote

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

~	2	98	3	14.3	<b>\$2.8</b>	28.6	28.6	6	7	1	93.0	17.5	5	6.18	10.2	179	1973-74
<u> </u>	787	E	5.7	1.	22.3	**	33.3	6	٥	-		12.1	6.2	79.8	14.0	178	1974-75
CONTRACTEO EXPENSES	PENEW YND	TILLAN	110,760	MA SWI	* HISPANIC * WHITE AND	* BLACK	WE,	PERSON	INSTRUCTIONAL	ADMINISTRATORS	ATTENDANCE RATE &	TRACE	, w, \	* BLACK  * HISPANIC	MEMBERSHIP Y		SCHOOL YEAR
RENDS	ORGAN			DS	F TRENDS	STAFF	٠					ENDS	STUDENT TRENDS	डांप्र			1

		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	DUIVALEN	SCORES 1					
GRADE			N			3			,		6	
SCHOOL YEAR	1974-75	1974-75   1973-74   1974-75   1973-74	1974-75	1973-74	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74	1674.75	1973-74	1974-75	1973-74
PUPILS TESTED	·				,	•					149	152*
READING MEDIAN	•				٠						3	*
MATH COMPUTATION											0.1	0.5
MATH CONCEPTS MEDIAN 2		N.	J	2 >		N A		N>		N >	5.9	2>
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	. UT . COR	5.8	6.8	6.8
-												

•	•	<u>D</u>	FFERENC	N N N	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	A GBNIV.	IEANS -	1974-7:	3					
SUBJECT			READING				HTAM	MATH COMPUTATION	NOITA		A	HEVW	MATH CONCEPTS	STS	
GRADE	2	3	•	51	6	2	3	٨	σı	6	2	3	4	, On	σ
DIFFERENCE			•		+0.0					•0•					+0.1
PUPILS TESTED 4			-		117					117				. 	117

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.



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^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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BY GRADE LEVEL PERCENTAGE DISTRIBUTION OF READING STANINES

BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES O

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

BY GRADE LEVEL

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#### NATL NORT ~ 12 STANINE 17 20 17 5 12 9 œ 9

# 0 - At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent denote "about average" levels of achieveprogressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each consistent fashion from one, grade to use essentially the same metric, or unit, Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a Stanine scores are converted scores that from one grade to another. This constant The lower three stanifies denote The

> answer only at about chance level of the eight and nine indicate very high levels answering almost all questions correctly. expected by marking answers without readrelatively strong skill deficits. Stanines test; that is , in about the score range that the test scores are valid, indicate indicate near perfect performance; that is, ing the questions. Stanine nine scores of skill. Pupils scoring in stanine one

norm group scoring in each stanine is shown to the right of the term "NATL NORM ative populations, and that the more expercent of the pupils tested in the normfour, five, and six include the middle 54 GRP" shown above. Note that stanines The percentage of pupils in the national

> cents up to and including that stanine. pupils at or below any particular stasmaller percentages. The percentage of tive group-scored at or below stanine nine may be computed by adding all per-For example, 23 percent of the norma treme stanines contain progressively 243

at the higher stanines. grade. No matter what the school at each grade level for the school, one achievement average, most schools will geneity of achievement levels at that may develop a notion about the heterohave some pupils at the lower and some By inspecting the stanine distribution

three (4% + 7% + 12% = 23%)

1		_	
1973-74	1974-75	· sc	
-	5	SCHOOL YEAR	
330	397	714.	
64 -6	8.69	MEMBERSHILY	-
6 2		* BLACIE	
:	24.6	* HISO	STUD
24.4 11.0 13.5 91.2	5.6	* HISPANIC .	STUDENT TRENDS
13.	39-7		REND
5		TRANSIENCY RATE &	S
1.2	94.2	"\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	٠.
	١ ،	ADM.	
		ADMINISTRATORS INSTRUC	
*	17	INSTRUCTIONAL STAFF	
20	17	PERSON	
1*25	41.1	· VE	
35.7	17.6	* BLACK	ST
-7		* HISPANIC	STAFF .
7.2	41-3	1 M/4	TRENDS
26.7	30.7	OTHER AND  MA & WITH  OR OSC	S
7	,6.6	OR HIGHER	
7.5	6	A VG YEARS EXPERIENCE UT!	
89	131	UTI PLAN	
2	837	UTILIZATION  OPERATING  PER PUNES	O _R
Z.	1	PERATING CONTO	ORGANIZ.
-		CONTRACTED EN PUPIL	RENDS

GRADE         1         2         3         4         5           SCHOOL YEAR         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1973-74         1974-75         1974-75         1973-74         1974-75         1974-75         1974-75         1974-75		υ	<b>A</b> C⊦	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALEN	SCORES 1		• ^			
1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1974-75 1973-74 1974-75 1974-75 1973-74 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-75 1974-7	GRADE		_				3			Sn	l		6
AN 1.5 1.4 2.0 2.0 2.0 ANDIAN 2.0 1.8 2.7 2.4 NA NA NA NA NA NA NA NA NA NA NA NA NA	SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74		1973-74	1974-75	١	1973-74	1973-74 1974-75
1.5 1.4 2.0 2.0 1.0 IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	PUPILS TESTED	147	140	109,	•				, _				
TON         2-0         1-7         2-7         2-4         NA         NA         NA           WEDIAN 2         1-9         NA         2-7         NA         NA         NA         NA           1.5         1.8         2.8         2.8         3.8         3.8         4.8         4.8	READING MEDIAN	1.5	1-4	2.0	2.0							•	•
MÉDIAN 2         1.9         NA         2.7         NA         NA         NA         NA           1.8         1.8         2.8         2.8         3.8         3.8         4.8         4.8	MATH COMPUTATION MEDIAN	2.0	1.7	2.7	2.4						l		
1.8 1.8 2.8 2.8 3.8 3.8 4.8 4.8	MATH CONCEPTS MEDIAN 2	1.9	NA	2.7	<b>√</b> N		NA		NA			N A	NA
	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	ſ	5,8	55.09 65.08

			DI 1	FERENC	ž	XPECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED A	MEANS -	. 1974-71	5 2					
• •	SUBJECT			READING	"			HTAM	MATH COMPUTATION	MOITA			HTAM	MATH CONCEPT	PTS	
	GRADE	2	3	•	ຜ	6	2	з	•	5	6	2	3	•	5	on .
	DIFFERENCE	-0-2					<u>.</u>			•		+0-2		•		
	PUPILS TESTED 4	80			•		78					78				
			ĺ			-										

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
OF READING STANIMES
BY GRADE LEVEL

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	2	. 7	.1	i	1	1	26	8	
	ú	12	1	ł	1	ľ	21	29	
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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STANINE	*		17	ł	ł	ŧ	ł	20	13
INE	ر ا	•	20	:	ŀ	1	1,	5	25
	o-	٠	1.7	:	:	1	:	11	23
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	œ		7	:	. 1	1.	į	2	66
	9		•	:	1.	1	•	40	62

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		NATE NOR#	•	S	•	ω	~	-
	1	•	1	1	1	1	05	2
	2	7	ŀ	ŀ	i	ŀ	11	5
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	7	12	1	.1	:	1	13	12
	· 👝	. 7	1.	ł	i	1	90	8
	٠	•	1	ı	!	1	01	07

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above from, one grade to another. This constant progressively lower, and the three higher the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, clude very low scores and, to the extent five. The lower three stanines denote middle three stanings - 4, 5, and 6 -Stanine scores are converted scores that Grade-level performance at each The

that the test scoves are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-76	SCH	-
_	<u>"</u>	SCHOOL YEAR	
759	107	40.	
6.5	9.1	MEMBERSHIP &	ļ
42.4	44.3	* BLACK	STUI
42.4 51.1	9.64	* WHITE AND	STUDENT TRENDS
15.6	21.0	TR. TR	RENDS
93.6	0.76	TRANSIENCY RATE &	
1	1	ATTENDANCE RATE & AOMINI	
18	33	AOMINISTRATORS INSTRUCTIONAL	
19	14	STAFFONAL	
25.8	24.2	PERSONNEL	
3.2	9.1	* BLACK	STAF
71.0 25.0	66.7	* HISPANIC  * WHITE AND	STAFF TRENDS
25.0	25-8	A SU	S
10.9	9.8	OR MIGHER  FLA  OF OFFICE  FLA  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE  OFFICE	
115	111	ANGHER FANGER SAPEN EXPERIENCE UTIL	
NA	826	OPERATION	OŘGA
NA.	2	CONTON	GANIZATION TRENDS
		PER PUPIL	SIONAL
Щ.	6	246	l

		ACH	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE EC	UNALENT	SCORES 1			•		
GRADE	_		N		ω				5		. 6	
SCHOOL YEAR	1974-75	1973.74	1974-75	1974.75 1973.74 1974.75 1973.74 1974.75 1973.74 1974.75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	59	*86	52	82*	74	् 107≉	94	115=	. 94	113*	96	110*
READING MEDIAN	1.4	1.6*	2.6	2.2*	3.2	3.0*	3_8	3.6*	4.5	4.44	5.3	5.6*
MATH COMPUTATION	1.6	1.7*	1.7* 3.2	3.1*	3.9	3.44	<b>*.1</b>	4.70	5.5	5.3*	6.4	6.9*
MATH CONCEPTS MEDIAN 2	1.6	Z Þ	3.4	, Z , >	3.5	N.	4.7	N.A	5-0	2	5.6	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.38

			PF	FERENC	X3, NI B	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED M	EANS -	1974-75	u					
	SUBJECT			READING				HTAIN	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	TS	
	GRADE	2	ω.	4	சு	Б	2	သ	4	ۍ.	6	2	3	•	57	თ
	DIFFERENCE	*0.4	+0.2	-6-1	<u>ا</u>	+0.4 +0.2 -0.1 -0.1 +0.0 +0.6 -0.1 -0.4 -0.3 +0.	÷0.6	-0.1	0.+	B. B	+0-1	+0.6	-0.6	+0.6 -0.6 +0.2 -0.6		9
•	PUPILS TESTED .	43	58	10	85	43 58 81 85 86 45 58 81 85	<b>\$</b> 5	5.00	8.	85	86	<b>45</b>	58	2	85	86
		$\left  \right $			,											

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

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	-	4	20	0.6	ç	05	80	11
	2	7	05	, <b>1</b> 6	21	22	12	14
	ພ	12	32	23	18	19	13	25
STANINE	*	17	28	20,	26/	17	21	11
INE	জ	20	17	80	19	15.	25	11
	6	17	90	14	9	9.	80	13
	7/	12	04	10	03	09	05	9.0
	œ*	7	10	0	5	0	0	0
æ				0	, с	٥	90	04

		NAT L NORM GRP		r	ו כ	<b>₽</b> 70 0	,		
		, <u>s</u> L	6	5	*	w	. ~		
	-	4	0	03	90	•	05	07	
	2	7	۰ o	12	16	9	.0	20	
	3	12	20	15	21	15	16	18	
STANINE	4	17	22	23	33	23	<b>1</b>	7	
NE 1	v	20	23	24	14	22	14	15	
	6	17	15	07	05	20	12	0	
ļ	7	12	08	=	03	05	12	=	
	8	7	07	<b>C3</b>	13	0	.9	0	
	9	•	5	2	. 0	10	15	20	•
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			NAT GRP		п	n 🗆 1	> zq/c	, .	
		*	NATE NOR#:	٥	u	4	w	2	-
		-	*	05	9	0	40	ဂ	÷5
	•	2	. 7	17	22	[*] 07	16	9	07
•		3	12	20	16	16	24	<b>12</b>	10
	STAI	4	17	24	21	19	17	12	32
	STANINE	vi ·	20	13	10	25	13	20	19
		6	17	<b>14</b>	91.	18	18	26	14.
	•	7	12	9	03	90	05	15	80
	-	<b>39</b>	7		2	2	0	07	04
	,	9	4	0	10	03	0	2	01

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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two in stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to five. The lower three stanines denote the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines -4, 5, and 6 -

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<b>1</b> 2	Z >	N.	16	9.0	30-2	58.8	11.8	29.4	38	34	2	93.2	11.1	0.0	0.0	0-001	900	1973-74
`	190	682	94	9.0	32.3	50.0	7.5	42.5	26	<b>\$</b> 0	1	93.1	6.11	0-0	0.0	100.0	-	1974-75
OUSES O	OPERATING EXPENSES CONTRACTED EXPENSES EXPENSES PUPIL	LISANY /	A NIGHER FLA TEACHES EXPERIENCE UTIL	MA SWITH  OR HIGHER  FLAVO YEAR	MA & WITH	* HISPANIC  * WHITE AND	* BLACK	· VE	PERSONIAL PERSONIA	ADMINISTRATORS INSTRUCTIONAL	RATE & ADMINIS	7/7.	TRA	- W//.	* BLACK  * HISPANIC	MEMBERSHIP & BI	A	SCHOOL YEAR
SONAL	TRENDS	ORG			S	FTRENDS	STAFF		•		*		ENDS	STUDENT TRENDS	STUB	-		

		<b>.</b>	)ACH	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1			Ě		
	GRADE		,	2		ت		. 4	1.	5		6	
•	SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74		1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
	PUPILS TESTED	104	*111	107	125*	122	*66	102	*06	94	107*	116	118#
5	READING MEDIAN	1.2	, 1.7*	2.3	2.2*	2.2* 2.4	2.7*	3.1	3.5*	4.9	4.7*	6.6	4.7*
	MATH COMPUTATION MEDIAN	1.5	1.6*	2-4	3.4*	3.8	4.1*	4.1* 5.0 ₇	4.6*	5.2	5. 8.	5.6.	5.6*
	MATH CONCEPTS MEDIAN 2	1.4	Z Þ	2.4	N	3.2	NA	3.7	N.A	( 4.2	2	4.5	2 >
	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5,8	6.8	6.8

PUPILS TESTED 4 91 109 85 86 101 91 110 85 86 101	DIFFERENCE +0.3 -0.2 +0.2 +0.2 +1.3 +0.0 +0.2 +0.4 +0.2 -0.1	GRADE . 4 2 3 4 5 6 2 3	SUBJECT READING MATH C	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75
85 8	+0-4 +0-		MATH COMPUTATION	EANS - 197
101	.2 -0.1	6	Ž	4-75 3
91	+0.2	2		o o
110	-0.1	ω	MATH	
91 110 85	+0.2 -0.1 +0.1 -0.2 -0.5	4	MATH CONCEPT	
86	-0.2	5	STG	
101	0.5	6		

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PERCENTAGE DISTRIBUTION OF READING STANINES
BY GRADE LEVEL

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	NATE NORP GRP	6	'n	•	L.	'n	-	
<b>1</b> .	4	06	C3	05	03	6	14	
2	7	6.0	12	23	25	17	21	
w	12	13	24	29	38	ધ્ય	25	
4	17	13	31	36	23	26	16	ļ
. 5	17 ′ 20	24	21	C	07	12	r,	
6	17	19	07	05	0	- 15	27	
7	12	6.0	0	01	01	• 04	٤ز	
œ	7	C3	0	0	0 1	01	O	
ع		01	0	9/		~Q	21	

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

		GRP T		п	n O :	. D C	,	•
		NATE NORM GRP	6	<b>U</b> I	4	w	~	-
	, <b>-</b> -	4	04	73	0	0.4	98	5
	2	7	18	11	03	07	17	14
	w	12	21	12	17	16	17	24
STANINE		1.7	22	35	22	18	17	25
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	7	12	6.9	90	9	07	90	80
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#### PERCENTAGE DISTRIBUTION CF MATH CUNCEPTS STANINES BY GRADE LEVEL

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### ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

STANINE

achievement. Stanines one and two instanines progressively higher, levels of denote "about average" levels of achieve grade-level test into nine equal portions. Stanine scores are derived by dividing another as shown in the charts above. Stanine scores are converted scores that clude very low scores and, to the extent progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 consistent fashion from one, grade to unit enables scores to be organized in a the range of skill encompassed by each use essentially the same metric, or unit, from one grade to another. This constant

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	1973-74	1974-75	SCHOOL YEAR	
	803	1118	41	
	70.5	67.4	MEMBERSHIP &	
c	21.9	25.1	* BLACK	ราบ
	7.6	7.5	* HISPANIC  * WHITE AND	STUDENT TRENDS
	20.3	12.3	TRA	RENDS
	90.9	92.3	TRANSIENCY RATE &	
	. 2	2	ATTENDANCE RATE &	
	, <b>37</b>	49	ADMINISTRATORS INSTRUCTIONAL	
	06	9.6	STAFFONAL	•
	29.7	32.6	PERSONNEL	
	5.4	10.2	* BLACK	STAF
	6.49	57.2	* WHITE AND	STAFF TRENDS
	28.9	16.6	MA ST MI	DS
	9.7	7.1	OR HIGHER PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PAREN PA	
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			CONTRACTED  EXPENSES  PER PUPIL	SCIONAL
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		ACH	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE E	UIVALENT	SCORES 1					
GRADE					3		4		51		o	
SCHOOL YEAR	1974-75	1973-74 - 1974-75 1973-74	1974-75		1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	<i>\</i>		_	•	186	٨.	190		263	394	304	226
READING MEDIAN		1			2.7		2.7		4.1	4.2	5.0	5.7
MATH COMPUTATION MEDIAN					3.4		3.8		4.6	5.6	5, 2	7.2
MATH CONCEPTS MEDIAN 2		N N		AN	2.8	NA	3.3	NA	4.3	NA	4.6	2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	MEANS -	- 1974-78	Ü		*			
SUBJECT		_	READING				MATH	MATH COMPUTATION	ATION			МАТН	MATH CONCEPTS	PTS	2
GRADE	2	з	4	51	6	2	3	4	57	6	2	ω	4	5	6
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PUPILS TESTED 4	,		157	195	157 195 254				_						

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
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NOTE: Due to errors in test administration, students were tested with the "Old" Stanford in Math Computation and Math Concepts. The differences in expected and attained means were not available.



PERCENTAGE DISTRIBUTION OF READING STAJINES EY GRADE LEVEL

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BY GRADE LEVEL PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINGS



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At least one pupil but less than 0.5% scoring in this stanine.

*

NOTE: Stanine distributions were not available because students were tested with the "Old" Stanford in Math Computation and Math

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of denote "about average" levels of achieve another as shown in the charts above. progressively lower, and the three higher five. grade is at about the middle of stanine Stanine scores are derived by dividing consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant The lower three stanines denote

> answer only at about chance level of the eight and nine indicate very high levels answering almost all questions correctly. indicate near perfect performance; that is expected by marking answers without readtest; that is, in about the score range relatively strong skill deficits. Stanines that the test scores are valid, indicate of skill. Pupils scoring in stanine one ing the questions. Stanine nine scores

ative populations, and that the more exshown to the right of the term "NATL NORM percent of the pupils tested in the norm GRP" shown above. Note that stanines norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the national

> tive group scored at or below stanine nine may be computed by adding all persmaller percentages. The percentage of three (4% + 7% + 12% = 23%). cents up to and including that stanine. pupils at or below any particular statreme stanines contain progressively For example, 23 percent of the norma-

at the higher stanines. have some pupils at the lower and some achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the heteroat each grade level for the school, one By inspecting the stanine distribution

6.3 69 NA		6.3		10.3	69-2	0.0	30.8	1.4	26	-	91.2	17.4	12.4	6.7 12.4 17.4 91.2	80.9	703	1973-74
3.7 63.0 27.5 8.2 79 724	63.0 27.5 8.2 7	63.0 27.5	63.0			w	33.3	18	27	1	92.7	0.11	10.5	9.1	80.4	653	1974-75
HISPANIC  WHITE AND  MARKER ARING  WHITE AR WITHER ARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARKER YEARING  MARK	* HISPANIC  * WHITE AND  OTHER  MA DEGREE  AND  ANG TEACHING  EXPERIENCE  EXPERIENCE	* HISPANIC  * WHITE AND  OTHER  ALL WITH	* HISPANIC  * WHITE AND	* HISPANIC	* 4/0	·ACK	PERSONNEL  * BLACK	PERSON!	ADMINISTRATORS INSTRUCTIONAL	ADMINIO	ATTENDANCE RATE &	TRA	· W. \	* HISPANIC	MEMAGE DAILY  ** BLACK	14	SCHOOL YEAR
STAFF TRENDS. ORGAN	STAFF TRENDS	STAFF TRENDS	STAFF TRENDS	STAFF TREN	STAF				_			ENDS	UDENT TRENDS	STUD			

-		, AC	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE EC	UIVALENT	SCORES 1					
GRADE			N		ω	,	4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74		1974-75	1973-74	1974.75	1973-74	1974-75	1973-74
PUPILS TESTED	109	*18	107	102*	137	130*	130* 116	108*				
READING MEDIAN	1.3	1.6*	1.8	2.1*	2-5	2.8*	2.7	3.1*				
MATH COMPUTATION MEDIAN	1.7	1.6*	2.2	2.9*	3.3	3.0*	3.7	3.7*				
MATH CONCEPTS MEDIAN 2	1.7	NA	2.0	N.	3.0	N A	3.0	N A		N N		2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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			DIF	FERENC	E N EX	PECTED.	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED M	EANS -	1974-75	ω		٥			
	SUBJECT	,	37)	READING		_	•	HTAM	MATH COMPUTATION	ATION		*	MATH	MATH CONCEPTS	STo	
	GRADE	2	ω	4	5	6	. 2	ယ	4	5	6	2	ω	4	σ ₁	6
•	DIFFERENCE	+0.1	+0.1 +0.1 -0.1	1-0-1			+0.0	+0.0 -0.2 -0.4	0.4	·		-0-1	-0-1 -0-4 -0-3	-0.3		
	PUPILS TESTED 4	70	104	70 104 93			73	73. 101 92	92			. 73	101	93		

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF WATH COMPUTATION STANINES RY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION CF MATH CCNCEPTS STANINES BY GRACE LEVEL

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher five. grade is at about the middle of stanine Stanine scores are derived by dividing consistent fashion from one, grade to denote "about average" levels of achieve middle three stanines - 4, 5, and 6 another as shown in the charts above. unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that ment. Grade-Jevel performance at each the range of skill encompassed by each The lower three stanines denote

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	٦		
1973-74	1974-75	SCHOOL YEAR	
1143	1169	41	
37.7	44.0	AVERAGE DAILY MEMBERSHIP	
34.7	34.0	* BLACK	STU
27.6	22.0	* HISPANIC  * WHITE AND	STUDENT TRENDS
37.7 34.7 27.6 19.7 92.7	21.8		RENDS
92.7	91.9	TRANSIENCY RATE &	
2	1	ATTENDANCE PATEX ADMINI	
84	52	AOMINISTRATORS INSTRUCTIONAL	
25	19	STAFFONAL P. OT.	
C* 52	25.0	PERSONNEL	:
6 - 3	5.7	* BLACK	STAFF
68.7	69.3	* HISPANIC  * WHITE AND	F TRENDS
17.6	69.3 12.0	MA SWIT	DS
8.8	7.7	EAVERER	
105	116	EXPERIENCE UTA TEARS EXPERIENCE UTA TEARS EXPERIENCE	
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NA	10	EXPENSES CONTRACTOR	ORGANIZATI TRENDS
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		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1					
GRADE			2	?	3		4		, GI		o	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	113	100	111	143	133	163	165	170	169	167	168	175
READING MEDIAN	1.7	1.7	2.2	2.1	3.1	3.3	3.3	3.3	4.8	4.4	5.3	5.6
MATH COMPUTATION MEDIAN	2.0	2.0	2.5	3.1	4.3	3.9	4.5	4.6	5.2	5.4	6.2	5.7
MATH CONCEPTS MEDIAN 2	1.8	NA	2.1	ΑN	3.6	NA	3.7	NA	4.5	Z	5.8	Z Þ
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	8.8

	•	무	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT.	AINED N	EANS -	. 1974-75	ü					
SUBJECT			READING				HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	3	•	5	6	2 3		4	57	თ	2	ယ	4	51	6
DIFFERENCE	-0.2	+0.0	-0-3	-0.2	-0.2 +0.0 -0.3 -0.2 -0.3 -0.3 +0.3 -0.1 -0.5 -0.	<b>-</b> 0.3	÷0.3	-0-1	-0.5	-0.1	-0-4	-0.2	-0.4 -0.2 -0.2 -0.6 -0.1	-0.6	-0.1
PUPILS TESTED 4	. 92	117	144	142	92 117 144 142 153 88 117 146 142 15	88	117	146	142	154	88	116	88 116 146 142 154	142	154

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk ( ) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual · minus · expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINGS BY GRADE LEVEL

1 C3 13 13 26 23 2 11 16 18 22 16 6 3 3 34 14 22 23 18 6 4 13 11 19 19 14 5 G7 14 22 23 21 6 C8 14 23 21 21  WATL  WATL  GRP		
C3 13 13 26 23 11 16 18 22 16 24 14 22 23 18 [13 13 19 19 14 C7 14 22 23 21 C8 14 23 21 21	1/ 12	
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C3 13 13 26 23 11 16 18 22 16 34 14 22 23 18 13 13 19 19 14	<b>10</b> ပ	
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PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY SKAUF LEVEL

HY GRADE LEVEL

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	-	4	05	9	05	40	07	03
	2	7	10	12	23	07	28	07
	w	12	23	20	16	22	17	13
STANINE	4	17	27	27	21	21	16	25
NE NE	5	20	18	21	17	25	11	22
	6	17	0.8	07	99	10	10	19
Ì	7	12	96	<b>•</b>	03	0	05	80
	<b>OB</b>	7	9	0	05	03	\$	0
	•		0	<u>,</u>	01	10	03	40

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# 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

_	104	10.3	31.1	79.0	0-0	21-0	21	38	2	94.0	12.9	84.8	3.1 12.1	3.1	981	1973-74
102	1	11.4	30.2	75.0	2-3	22.7	14	44	2	93.9	1.1	83.4	13.3	3.3	666	1974-75
UTILIZATION OPERA	APERIENCHING	OR HIGHER  STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE O	11.84	& HISPANIC & WHITE AND OTHER	* BLACK	· VE	PERSON!	INSTRUCTIONAL	One.	~~ \	TR.	· u., \	* BLACK  * HISPANIC	MEMBERSHILV & R.	AL	SCHOOL YEAR
			SC	STAFF TRENDS	STAF	•	,				ENDS	STUDENT TRENDS	STUD			

		ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1	, ,				
GRADE		•	2		ω	-	4		51		6	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974.75	1973-74
PUPILS TESTED	153	*511	127	123*	144	143*	140	137*	157	142*	164	133•
READING MEDIAN	2.1	2-2*	3-4	* 3~6	4-7	4.4*	5.2	5.5*	6.7	6.5	7.9	7- 10
MATH COMPUTATION MEDIAN	2.6	2.8*	3.5	3.4*	4-4	4.5*	5-9	5.3*	5.6	6.3*	7.2	7.4.*
MATH CONCEPTS MEDIAN 2	2.7	NA	3.4	NA	5.0	Z Þ	5.6	Z A	5.9	N A	7.1	Z Þ
NATIONAL NORM	1.8	1.8	2.8	2.8	3:8	3.8	4.8	<b>\$</b> .8	5.8	5.8	8.8	6.8

			DIF	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT.	AINED N	IEANS -	1974-75	ω					
SUBJECT	,		<b>30</b>	READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPT	PTS	
GRADE		2	3	4	<b>U</b> II	ெ	2	ω	4	5	6	2	ω	•	55	6
DIFFERENCE		÷ 0 • 0	+0.0	-0-1	۰.0	+0.0 +0.0 -0.1 +0.0 +0.2 +0.0 -0.1 +0.2 -0.9 -0.1	+0.0	-0 <b>-</b> 1	+0.2	-0.9	-0.1	-0.4	+0-4	+0.2	-0.4 +0.4 +0.2 -0.4 -0.1	-0.1
PUPILS TESTED 4		97	811	118	123	97 118 118 123 131 97 117 118 123 131	97	117	811	123	131	97	117	118	97 117 118 123	131

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PERCENTAGE DISTRIBUTION CF READING STAVINES PY GRADE LEVEL

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	2	7	10	03	03	o	97	CŢ	
	w _k	12	07	94	10	9	13	28	
STAN	*	17	11	17	22	12	12	7	
TANFAC	S	20	27	17	22	17	IJ	10	
	6	17	16	22	18	23	16	15	
-	7	12	22	21	9	16	15	.77	
	æ	7	68	10	06	63	10	=	
	Ŀ		. 07	05	9	12	13	12	
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#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

	~	10	90	03	8	. 19	6	26	2	13
•	2	10	40	07	13	14	13	19	13	09
	·	J	90	15	11	17	23	11	83	06
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	u,	10	13	15	16	20	19	=	Ç	0
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		-	2	w	4	<b>5</b>	6	7	88	9
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#### PERCENTAGE DISTRIBUTION CF MATH CUNCEPTS STANINES BY GRADE LEVEL

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		6	5/	13	20	18	17	25	
		7	12	15	, 13	21	15	3	22
		<b>CO</b>	7	07	08	7	17	80	15
		۰		90	03	70	80	07	17

# ★ 0 — At least one pupil but less than 0.5% scaring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 the range of skill encompassed by each The

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STUDENT TRENDS  STUDENT TRENDS  STAFF TRENDS  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL	Т	· 		
STUDENT TRENDS  STAFF TRENDS  STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	1973-74	1974-75	SCHOOL	•
STUDENT TRENDS  STAFF TRENDS  ORG  STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	468	494	14	
TUDENT TRENDS  STAFF TRENDS  ORG  ORG  NO  NO  NO  NO  NO  NO  NO  NO  NO  N	8.7	9.9	* BI	
STAFF TRENDS	20.1	17.2	* HICO	STUD
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SONAL SONAL	>	-	CONTRACTO	ANIZAT TREND
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GRADE		•	N		ω		,	7.7	5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	49	54	60	43	59	43	53	73	72	56	86	65
READING MEDIAN	1.7	2.0	3_0	2.6	3.3	3.3 . 3.9	<b>5.</b>	4.4	5.8	5.4	6.6	6.6
MATH COMPUTATION MEDIAN	1.8	2.0	3.2	3.0	3.7	4-1	5.5	5.1	6.5	5-7	6.5	7.5
MATH CONCEPTS MEDIAN 2	ź. 0	N.	3.4.	AN	3.9	NA	4.9	ANA	5.6 ر	2	6.5	Z >
NATIONAL NORM	, <u>1</u>	1. Ce	2.8	2.8	3.8	8.8	4.8	4.8	5.8	55	6.8	6.3

-		DIF	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	AND ATT	AINED &	JEANS -	197475	ມ					
SUBJECT	•		READING	5,			HTAM	MATH COMPUTATION	ATION			MATE	MATH CONCEPTS	STE	
GRADE	2	3	•	5	6	2	3		ۍ.	6	2	ω	*	5	6
DIFFERENCE	1.0-	-0.2	+0.0	+0.0	-0.1 -0.2 +0.0 +0.0 -0.2 +0.2 -0.4 +0.2 -0.2 -0.2 -0.	+0.2	-0-4	+0-2	-0-2	-0.4	+0.3 -0.1 +0.2 -0.5 -0.3	-0.1	0.2	-0.5	<b>0.</b> 3
PUPILS TESTED *	45	41	**	19	45 41 44 61 76 45 41 46 61	45	41	**	61	76	<b>\$</b> 3	\$	4	10	76

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF PEADING STANINES NY GRADE LEVEL

		GRP GRP		r	n Ci s	> T 0	,	
		NATL NLRP GRP	6	J)	•	<b></b>	2	-
	-	4	07	0		09	90	15
	2	į	11	క్తి	13	00	17	=
	3	12	14	16	16	23	=	7
STANINE		17	16	16	19	22	12	1.
76	5	20	24	21	*24	12	12	20.
	6	.17	13	21	16.	14	22	=
	7	12	06	9	10	29	61)	88
	8	7	C4	07'	٥.	ပ	S	ა ა
	9	4	05	90	c	03	35	2

NATL GHP

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	7	12	17	20	17	,12	7	4
06	C3	80	19	13	16	14	15	90
C7	12	69	21	17	16	07	9	10
03	6	18	15	18	19	10	10	0
	03	05	15	23	14	22	9	80
9	12	=	17	17	9	80	11	20
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~	STANINES		1100	<b>LEVEL</b>	rn TE	MA TH GRADE	84 10	
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GRADE	MATH	PERCENTAGE	
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	w	12	10	13	10	==	12	90
STANINE	٠,	17	22	20	15	17	80	17
1 NE	v,	20	7	25	26	25	=	30
	٥	17	13	16	18	15	23	18
	7	12	12	07	15	14	17	17
	<b>a</b>	7	G	05	05	8	80	3
	9	*	03	10	0	۰	09	0

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At least one pupil but less than 0.5% scoring in this stanine

STANINE

stanines progressively higher, levels of grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit five. The lower three stanines denote the range of skill encompassed by each Stanine scores are derived by dividing Stanine scores are converted scores that middle three stanines - 4, 5, and 6 from one grade to another. This constant Grade-level performance at each The

> expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines answering almost all questions correctly. test; that is, in about the score range that the test scores are valid, indicate indicate near perfect performance; that is, of skill. Pupils scoping in stanine one ing the questions. Stanine nine scores

ative populations, and that the more expercent of the pupils tested in the normshown to the right of the term "NATL NORM four, five, and six include the middle 54 GRP" shown above. Note that stanines norm group scoring in each stanine is The percentage of pupils in the nationa

> three (4% + 7% + 12% = 23%). cents up to and including that stanine. pupils at or below any particular stasmaller percentages. The percentage of treme stanines contain progressively tive group scored at or below stanine For example, 23 percent of the norma nine may be computed by adding all per-

at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the heteroat each grade level for the school, one have some pupils at the lower and some By inspecting the stanine distribution

		•	
1973-74	1974-75	SCHOOL YEAR	
519	459	A. I	
14.4	19.1	WENAGE DAILY	
41.7	41.1	S BLACK	STUE
519 14.4 41.7 43.9 31.2	39.8	& HISPANIC , S WHITE AND	TUDENT TRENDS
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93.8	93.7	1 4 X	
1	1	ADMINIS	
20	25	ADAMINISTRATORS INSTRUCTIONAL STAFF	
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25.3	20-0	WE,	. •
0.0	16.3	* BLACK	STAF
0.0 75.0 34.8	64.0	* HISPANIC  WHITE ARE  OTHER	STAFF TRENDS
34.8	42.3	A Su	DS .
9.9	9.0	OR HIGHER LANG YEA	-
100	98	10 10 10 10 10 10 10 10 10 10 10 10 10 1	
× ×	905	STILL ANT ON EXPENSES	080
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•	ι,	ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1			:.		, ,
GRADE	(		N.		(4)	3		,	, 5		6	o
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973.74	1974-75	1973 74	1974-75	1973-74	1974.75	197374
PUPILS TESTED	71	86≉	69	64*	49	93*	70	74*	67	67*		,
READING MEDIAN	1.5	1.6*	2.8	2.3*	3.6	3.5*	1.4	4.3*	5.2	5.4*	ô	ļ ļ
MATH COMPUTATION MEDIAN	2.1	1.7*	3.0	3.3*	3.7	4.5*	5.0	5.3*	6.0	. 6.0*	. '	
MATH CONCEPTS MEDIAN 2	1.5	NA	2.9	NA	3.7	NA	4.7	NA	ê •s	NA		. N
NATIONAL NORM .	1.8	1.8	2.8	2.8	8 8	3.8	48	4.8	5.8	5.8	6.8	6,8

	•	•		DIF	FERENC	EINEX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974 75 3	AINED	EANS -	1974 75	w					
	SUBJECT .			20	READING		,		MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS .	
٠.٠	GRADE		2	ω	<u>ب</u> 5.	55	တ	2	3	4	5	6	. 2	ω	4	5	
,	DIFFERENCE		+0.2	+0:2	+0.2 +0.2 +0.2 +0.0	+0.0		+0.2	4.0	+0.2 -0.4 -0.1 -0.4	1.0-		<b>94.</b> 3	-0.2	1.3 -0.2 +0.0 +0.1	+0.1	   
	PUPILS TESTED 4		53	39	53 39 49 49	49		51	37	51 37 49 48	48		15	37	<b>♦</b> 9	48	

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE-BISTRIBUTION OF READING STANINES PY GRADE LEVEL

	. ,	OR A		r	11 (2-2	>- 7C C	7.		
		NATE NORP GRP	0	بر. بر	4	w	2	٦į	
	1	4.5	<b>3</b>	C7	C 7	S	CS.	0.7	
	2 .	7	:	06	16	08	^2 <b>2</b>	14	
	W	12	i	15	<u>.</u> 5	19	6.9	29	
STANINE	. 4	17	1	31	20	25	14	14	
 2: M	ıs	20	;	16	l'o	22	23	15	
	6	17	- ;	10	69	80	16	08,	
	7	12	:	03	14	05	9	05	
	. 33	7	١,	90	Cl	03	0.1	C3	
, ,	9	4	1	94	0	03.	95	10	
			<u> </u>						

#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

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		NATE GRP		, ř	n O 2	> 70 0	ה	
		P무리	6	Ų.	4	w	. ~	-
		4		C7	0	03	05	05
	2	7	:	. 03	14	03	15	10
1	w	12	:	80	14	15	69	25
STANINE	4	17	:	23	15	25	17	29
I NE	5	20	1	21	22	22	17	12
	6	17	:	10	13	15	16.	1
ı	7	12	1	20	11	10	17	٥,
	80	7	1	07	90	05	10	2
	9	4	1.	10	0	0	۰.	

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### O — At least one pupil but less than 0.5% scoring in this stanine

STANINE

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achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent progressively lower, and the three highe grade is at about the middle of stanine grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit Stanine scores are converted scores that five. The lower three stanines denote denote "about average" levels of achieve Stanine scores are derived by dividing from one grade to another. This constant ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils/scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more exactive populations, and that the more exactive populations.

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

		,	
1973-74	1974-75	SCHOOL YEAR	
773	729	AL	,
0.001	99.7	MEMBERSHILY	
0.0	0.0	& BLACK	STU
0.0		% HISPANIC % WHITE AND	STUDENT TRENDS
6.6	0.3 14.5	TRA	RENDS
92.0	7 • 16	TRANSIENCY RATE %	
~-	_	ATTENDANCE RATE &	
33	37	ADMINISTRATORS INSTRUCTIONAL	<u>:</u>
31	23	STAFF ONAL PERSONS	
30 • 3	43.2	· VVE	
0	5.4	* BLACK	STAFF
69.7		% HISPANIC WHITE AND	FTRENDS
34.2	40.5	AL S	DS
6.6	6.1	MA OWITH OR HIGHER AVG VE	
81	93	A MEGREE A VG YEARS EXPERIENCE  OTHER	
N N	732	OPENION	ORC
Z A	172	EXPENSES CONTRACT EXPENSES	ORGANIZATI TRENDS
		CONTRACTED  EXPENSES  DONIRAL  EXPENSES  PER PUPIL	S
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	•						1.1	1.1	-	i	;	
6 8	6.8	57 .00	5.8	4.8	4.8	ယ 8	3.8	2.8	2	°	 00 1	NATIONAL NORM
N N	4.5	Z D	4.2	Z D	3.7	Z	2.7	\$	2.1	Z	1.5	MATH CONCEPTS MEDIAN 2
5.6*	5.7	4.3*	4.6	4.3*	4.1	3.0*	3.2	3.0*	<i>3</i> •2.	1.7*	1.6	MATH COMPUTATION MEDIAN
*8*	4. 8	3.4*	4.5	3.8*	3.1	2.7*	2.1* 2.5		1.6* 1.7	1.6*	1.4	READING MEDIAN
9#	92	3#	119		107	117*	89	107*	80	85*	83	PUPILS TESTED
1973-74	<u>L</u>		L	1973-74		1974-75 1973-74 1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1974-75 1973-74	1974-75	SCHOOL YEAR
	6		5		4	ر آ	G					GRADE
			1		SCORES	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE E	TRENDS:	HEVEMENT	ÅC		

. 7		DIF	FERENC	EINEX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	IEANS -	. 1974-75	ü					_
SUBJECT		_	READING			,	МАТН	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	SLd	
GRADE	2	ω	4	5	. 6	2	မ	4	Ŋ	a <del>1</del>	2	ω	4	5	6
DIFFERENCE	-0.2	1,0-	+0.2	+0.0	<b>-</b> 0 · 8	<b>-0.2 -0.1 +0.2 +0.0 -0.8 +0.7 -0.2 +0.5 -0.1</b>	-0.2	+0.5	1.0	-0-4	<b>-0.4</b> +0.2 <b>-0.5</b> +0.3 <b>-0.1 -0.6</b>	<b>-0.</b> 5	+0.3	-0.1	ŀ
PUPILS TESTED .	69	85	95 98 TII	111	86	1	<b>5</b> 8	111 86 58 69	111	86	69	85	69 85 98 111	111	86

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION
LE READING STAWINES HY GRADE LEVEL

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05	3	06	G	0	65	
14	15	07	16	90	20	⊅ C T
22	24	£ 1	39	15	23	PERCENTAGE DISTRIBUTED OF STATE COMPUTATION
23	28	37	10A	15	15	E CO.
13	14	13	14	9	18	COMPUTATION
13	9.0	03	10	21	60	1107

#### **BLTICN** N STANINES

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES

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	9 20 1	6	ũ	4	w	2	
-		03	80	04	9	C	90
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w	12	42	31	17	36	29	17,
4	17	23	25	28		60	24
υ _ν	20	04	13	13	07	25	16
6	17	0	90	9.0	0,	1	15
7	12	0	03	60	10	04	0
<b></b>	7	0	0	2	0	10	. 의
9		0	0	٥	0	<b>,</b>	0
	3 4 5 6 7 8	12 17 20 17 12 7 3 4 5 6 7 8	6 03 28 42 23 04 0 0 0 0 L 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	5 08 14 31 25 13 06 03 0 6 03 28 42 23 04 0 0 0 L 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 6	3 09 22 36 24 07 01 01 0 4 04 25 17 28 13 06 08 01 5 08 14 31 25 13 06 03 0 6 03 28 42 23 04 0 0 0 L 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 6	2 C 19 29 09 25 11 04 01 3 09 22 36 24 07 01 01 0 4 04 25 17 28 13 06 06 01 5 08 14 31 25 13 06 03 0 6 03 28 42 23 04 0 0 0 0  L 4 7 12 17 20 17 12 7

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### At least one pupil but less than 0.5% scoring in this stanine

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"clude very low scores and, to the extent grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine consistent fashion from one, grade to progressively lower, and the three higher five. The lower three stanines denote ment. Grade-level performance at each another as shown in the charts above. unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing the range of skill encompassed by each from one grade to another. This constant

> answer only at about chance level of the eight and nine indicate very high levels answering almost all questions correctly. expected by marking answers without readrelatively strong skill deficits. Stanines indicate near perfect performance; that is ing the questions. Stanine nine scores test; that is, in about the score range of skill. Pupils scoring in stanine one that the test scores are valid, indicate

ative populations, and that the more exshown to the right of the term "NATL NORM GRP" shown above. Note that stanines percent of the pupils tested in the normfour, five, and six include the middle 54 norm group scoring in each stanine is The percentage of pupils in the nationa

> cents up to and including that stanine pupils at or below any particular stasmaller percentages. The percentage of three (4% + 7% + 12% = 23%) nine may be computed by adding all pertreme stanines contain progressively tive group scored at or below stanine For example, 23 percent of the norma

grade. No matter what the school at each grade level for the school, one at the higher stanines. achievement average, most schools will geneity of achievement levels at that By inspecting the stanine distribution have some pupils at the lower and some may develop a notion about the hetero-

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1973-74	1974-75	SCHOOL YEAR	
1298	896	AL	
100.0	0.001	MEMBERSHIP &	
0.0	0.0	* BLACK	STU
0.0	0.0	* HISPANIC  * WHITE AND	STUDENT TRENDS
0.0 13.4	13.7	TR. TR	RENDS
93.8	94.1	TRANSIENCY RATE X	
3		ATTENDANCE RATE &	
52	50	ADMINISTRATORS	$\dashv$
2 55	22	STAFFONAL	
5 32.7	2 40.0	PERSONNEL	
	·	* BLACK	Ŋ
• O 6	0.0	* HISPAN	TAFF
0.0 64.3 17.9	0.0	OFFE	STAFF TRENDS
17.9	26.5	MA & WITH	<i>S</i>
9.2	10.8	OR HIGHER FARTER	
98	89	SR HEGHER FIGHER FLA TEACHING EXPERIENCE UTIL IZATIO	
×	799	OPERATION EXPAT	OR
N A	140		ORGANIZATII
		EXPENSES PER PUPIL	SCIONAL
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		ACH	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1					
GRADE	1		N		ω		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74		1974-75 1973-74	1973-74	197 <i>J</i> K75	1973-74	1974-75	1973-74
PUPILS TESTED	157	193	175	185	165	187	150	151	13,6	173		138
READING MEDIAN	1.6	1.8	2.2	2.1	2.3	2.7	3.1	2.7	3.9	4.2		4.1
MATH COMPUTATION	1.8	2.0	2.0 \ 2.8	2.3	3.2	,3 <b>.</b> 8	4.5	3.9	5.6	5.6		6.0
MATH CONCEPTS MEDIAN 2	1.5	N A	2.5	NA	2.7	AN	3.2	NA	4.2	N N		× ×
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	8.8	4.8	4.8	5.8	5.8	6.8	6.8
							•					

		DIF	FERENC	E IN EX	PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AINED N	EANS -	1974-75	ü					
SUBJECT		_	READING				HTAM	MATH COMPUTATION	MOITA		,	HTAM	MATH CONCEPTS	PTS	
GRADE	2	ω	4	51	6	2	3	4	σı	6	2	ω	4	5	6
DIFFERENCE	÷0.0	-0.2	+0.0 -0.2 -0.4 -0.1	٠. ا		*0-1	+0.2	+0-1 +0-2 +0-1 +0-7	+0.7		+0.0	-0.2	+0.0 -0.2 -0.4 -0.1	-0-1	
PUPILS TESTED	137	133	137 133 134 109	109		137	131	137 131 134 108	108		137	131	137 131 135 108	108	

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
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GR ADE	READIN	CENTAGE
BY GRADE LEVEL	G STANINES	F DIVINIBU

Α8	ÇF	PERCENTAGE DISTRIBUTION
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GR ADE	Ŧ	=
	S	SE
<b>LEVEL</b>	Š	
E	T	12
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	GRACE	MATH	PERCENTAGE
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	Ē	CCNCEPTS	
	LEVEL	ΈP	S 10
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		STA	DISTRIBUTION
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אס לא מאס לא	4	7	12	17	20	17	12	7	*
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		NAT L NOR P GRP	6	S	4	۔ د	2	-
	1	4	;	0	04	0	0 3	03
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STANINE	4	17	:	21	30	31	19	21
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	6	17	1	14	10	10	16	נ
	7	12	- }	13	90	o	90	9
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	ç	4	;	0	10	0	0.3	50
				2	•	70 (		

### At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. stanines progressively higher, levels of clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine denôte "about average" levels of achieve Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to use essentially the same metric, or unit, Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant The

> answering almost all questions correctly. expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines test; that is , in about the score range of skill. Pupils scoring in stanine one that the test scores are valid, indicate indicate near perfect performance; that is, ing the questions. Stanine nine scores

ative populations, and that the more exshown to the right of the term "NATL NORM percent of the pupils tested in the normtour, five, and six include the middle 54 norm group scoring in each stanine is GRP" shown above. Note that stanines The parcertage of pupils in the national

> smaller percentages. The percentage of cents up to and including that stanine. pupils at or below any particular stathree (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the normanine may be computed by adding all pertreme stanines contain progressively

STANINE

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at the higher stanines. have some pupils at the lower and some achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the heteroat each grade level for the school, one By inspecting the stanine distribution

1973-74	1974-75	SCHOOL YEAR	
915	896	AV	
0.001	10.0	MEMBERSHILLY	
0.0	0.0	* BLACK	ราบเ
0.0	0.0	* HISPANIC  * WHITE AND	STUDENT TRENDS
, 8.9	9.6	TRI	RENDS
4.06	92.0	7/2×	
2	2	ADMINIS	
54	46	AOMINISTRATORS INSTRUCTIONAL	
33	24	STAFFONAL P. OT	
46.7	47.8	PERSONNEL	
4.4	2.2	* BLACK	STAF
48.9	50.0	* HISPANIC  * WHITE AND	FTREN
23.4	30.2	TOP TO	STAFF TRENDS
9.0	9.3	MIGHER	
65	83	EXPERIENCE Ung PEACHING	
2	766	OPERATING EXPENSES CONT	OR.
N.	249	EXPENSES CONTRACTOR	ORGANIZATION TRENDS
		CONTRACTED EXPENSES PER PUPIL	FIONAL
,	6	266	

•		ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1				-	
GRADE			2		S	•	4		ហ		6	
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
PUPILS TESTED	122	122	113	110	113	149	139	123	122	123	127	112
READING MEDIAN	1.8	1.5	1.8	1.6	2.2	2.3	2.3 3.3	2.7	4.1	3.3	4.2	3.9
MATH COMPUTATION MEDIAN	2.0	1.7	2.5	2.4	3.8	3.7	4.3	3.9	5.2	4.5	5-1	5.2
MATH CONCEPTS MEDIAN 25	2.0	NA	2.1	NA	3.0	NA	3.5	NA	4.5	N	4.5	2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

		먇	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	MEANS -	1974-75	3					
SUBJECT			READING		•		MATH	MATH COMPUTATION	MOITA		3	MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	4	σı	6		3.	4	. 5	6	2	ω	•	υn	6
DIFFERENCE	+.0-	-0.1	-0.1	+0.2	-0.4 -0.1 -0.1 +0.2 -0.1 +0.1 +0.0 +0.1 +0.3 +0.	+0.1	0.0+	1.0+	+0.3	+0-1	-0.4 +0.4 +0.4 +0.8 +0.1	+0.4	+0.4	+0.8	+0.1
PUPILS TESTED 4	100	98	134	112	100 98 134 112 108 100 96 134 112 10	100	96	134	112	801	100	95	134	100 95 134 112	108

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.



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EY GRADE LEVEL PEXCENTAGE DISTRIBUTION OF READING STAMINES

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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRACE LEVEL!

		,		Z	STANINE				
•	•	7	6	5		w	2	_	
	7	12	17	20	17	12	7	*	NATL GRP
0	0	03	06	13	17	20	25	17	G.
08	2	07	14	90	10	17	20	15	ا دی
10	05	05	9	16	13	28	19	40	n O s
9	0	06	10	10	10	21	25	07	w
o	0	0	80	13	19	12	28	17	, >
. 06	=	=	18	15	22	10	Ş	c	-

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0 ı At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. stanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to use essentially the same metric, or unit, progressively lower, and the three higher five. The lower three stanines denote ment. Grade-level performance at each Stanine scores are derived by dividing unit enables scores to be organized in a middle three stanines -4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant Stanine scores are converted scores that Stanines one and two in-The

> relatively strong skill deficits. Stanines that the test scores are valid, indicate answer only at about chance level of the eight and nine indicate very high levels answering almost all questions correctly. expected by marking answers without readtest; that is, in about the score range indicate near perfect performance; that is, ing the questions. Stanine nine scores of skill. Pupils scoring in stanine one

ative populations, and that the more expercent of the pupils tested in the normshown to the right of the term "NATL NORM norm group scoring in each stanine is four, five, and six include the middle 54 GRP" shown above. Note that stanines The percentage of pupils in the nationa

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cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular stasmaller percentages. The percentage of three (4% + 7% + 12% = 23%)tive group scored at or below stanine For example, 23 percent of the normatreme stanines contain progressively

at the higher stanines. geneity of achievement levels at that at each grade level for the school, one achievement average, most schools will may develop a notion about the heterohave some pupils at the lower and some By inspecting the stanine distribution No matter what the school



1		:	0.0	F 0 • 0	21.6	6	0	·	9.16	16.5		2.2	16.7	1.18	380	1973-74
7.67	_	,	3	200	:		+	1	-	7	-	Ť				
28.6 39.1		8.6	2	23.8	47.6	15	12	1	93.3	14-1 9		1.9	15.8	82.3	378	1974-75
ANIC AND THE ENGLANCE OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE P	OTHER AND	W.	30	* BLACK  * HISPANIC	"IVE!	PERSONAL	INSTRUCTIONAL	OMINISTO	ATTENDANCE RATE &	RANSIENO	OTHERAND	* WHISPANIC	* BLAFK	MEMBERSHIP & P.	AL.	SCHOOL YEAR
STAFF TRENDS	F TRENDS	F TREN	,	STAI						DŚ	TRENDS	STUDENT 1	् श्र			

•		AC	ACHIEVEMENT TRENDS: GRACE EQUIVALENT SCORES 1	TRENDS:	GRACE E	DUIVALEN	r scores 1					
GRADE		_			3		,	<b>4</b>	5		6	·
SCHOOL YEAR	1974-75	1973-74	1974.75 1973.74 1974.75 1973.74 1974.75 1973.74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
PUPILS TESTED	151	146	147	137								
READING MEDIAN	1.3	1.1	1.6	1.8						,		
MATH COMPUTATION MEDIAN	2.0	1.9	2.7	2.9							•	
MATH CONCEPTS MEDIAN 2	1.9	NA	3.1	NA		N.	٠	2 >		2		2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	8.4	<b>3</b> .80	5.8	5.8	6.8	6.8

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		말	FERENC	E E	(PECTEO	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINEO N	MEANS -	1974-7	5 3					
SUBJECT		_	READING	,			HTAM	MATH COMPUTATION	NOITA.			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω		. <b>5</b> 1	6	2	3	4	5	6	2	ω	•	თ	6
OIFFERENCE	-0.2					,÷0•1					5.0+				
PUPILS TESTED 4	130					129					129				
						!									

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#### PERCENTAGE DISTRIBUTION STANINES BY GRADE LEVEL

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	6	17	1	!	1	:	11	1	
	7	12	e i	ł	:	:	80	80	
	6	7	:	ł	ļ	ŀ	07	2	
	9	r	1	ł	:	ł	40	12	

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINGS BY GRADE LEVEL

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	~	7		ŀ	;	ł	40	90
	w	12	ł	ł	ł	ŀ	10	13
STANINE		17	1	ł	:	:	11	19
I NE	5	20	<b> </b> -	:	ł	ŀ	28	18
	•	17	1	:	***	1	22	18
	7	12	1	ł	1	, 1	9	18
		7	;	1	:	ŀ	80	10
	٠	*	:	ł	1	:	05	40

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are converted scores that from one grade to another. This constant The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

•			
1973-74	1974-75	o SCHOOL YEAR	
891	722	Av	
8.87	75.0	MEMBERSHIP &	
891 73.8 21.3	21.8	* BLACK	STU
	3.2	* WHITE AND	STUDENT TRENDS
4.9 16.0	21.3	TRANS	RENDS
94.2	94.6	TRANSIENCY ATTENDANCE RATE &	
2	1	ADMINIO ANCE	
33	39	ADMINISTRATORS INSTRUCTIONAL	
29	22	STAFFONAL PERSONIE	
24.2	23.5	· VE.	
6.1	10.2	* BLACK	STAFF .
	69.3	* HISPANIC  * WHITE AND  OTHER	F TRENDS
69.7 23.5	17.0	AIA NI	DS
6.5	6.0	CACC	
123	119	FRIENCHING	
2	746	% 1 / R R R R R R R R R R R R R R R R R R	ORG
2 >	164	ON	GANIZATION TRENDS
		EXPENSES PERPLES	SCIONAL

		AC	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE		)	2		3		4		₅		6	
SCHOOL YEAR	1974.75	1973-74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973 74	1974-75	1973-24	1974-75	1973.74
PUPILS TESTED	149	126*	138	139*	158	165#	155	172*		154*		
READING MEDIAN	1.1	1-6*	2-1	2.1*	2.1* 2.5	2.71	2.7	3.2		4.3*		
MATH COMPUTATION MEDIAN	1.2	1.5*	2.3	3.0*	3.2	3.1*	3.7	4.0*		5.1.		
MATH CONCEPTS MEDIAN 2	1.4	N.A	2.2	<b>N</b> ►	2-4	N.A	3.0	Z A		2		Z >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	<b>4</b> .00	4.8	5.00	5.8	8.3	6.8
		į										•

-		DIF	FERENC	E N E	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	AINED N	EANS -	197475	u					
SUBJECT			READING				MATH	MATH COMPUTATION	MOITÓ			MATH	MATH CONCEPTS	PTS	
GRADE	2	သ	•	57	6	2	သ	•	57	6	2	ω	4	5	6
DIFFERENCE .	+0.1	+0.1 +0.4 -0.3	-0.3			+0 - 3	+0.3 +0.0 =0.4	-0-4			+0.0	+0.0 -0.2 -0.4	-0.4		
PUPILS TESTED 4	107	117	107 117 135			106	106 116 134	134			107	116 133	133		
							-								

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30 €	CING	PERCENTAGE
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	AL AE	HIN
	S	AGE DISTRIBUTION
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-	12	F.	23	18	0	2	<u>0</u>	2	01
` ~	14	16	23	24	17	36	ပ	ပ	10
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NATE NORM GRP		7	12	17	20	17	12	7	4
	1	2	w	4	5	6	7	8	9
				STANINE	INF			8	

#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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		NATE NCRM GRP	6	J.	4	w	~		
	1	4	1	i	14	20	69	11	,
	~	7	i	i	26	24	15	27	
	w	12	;	ł	20	20	22	19	
STANINE		17	1	i	20	25	7	12	
N.E	٠,	20	1	ł	12	05	14	13	
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	7	12	;	ł	C3	07	68	0.3	
	œ	,	1	, 1	C	60	42	C	
	و	*		j	0	0	04	٥	

#### PERCENTAGE DISTRIBUTION CF MATH CONCEPTS STANINES BY GRADE LEVEL

		NAT.		-	70 2	× 70 G	ח		
		NATE NORF	O.	v	*	w	~	-	
	1	*	:	ł	16	18	16	07	
	~	7	1	:	29	23	22	ᇤ	
ŀ	w	12	:	ł	24	23	12	29	
STANINE		17	ŀ	•		07	16	27	
E NE	ıs	20	1	ł	10	10	20	17	
	œ	17	ł	ł	20	w	12	5	
	٠,	12	ŧ	ł	0	<b>\$</b>	2	5	Ē
	•	7	1	1	0	10	2	2	
	9		1	ł	0	2	0	2	
L						-	_		

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine clude very low scores and, to the extent progressively lower, and the three higher five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The

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that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75	SCHOOL YEAR	,
677	669	, "	
4.4	5-4	MEMOERSHIP % R.	1
83.3		& BLACK	STUE
12.3	11.7	S HISPANIC S WHITE AND	STUDENT TRENDS
22.5		TAS	RENDS
93.7	93.2	ATTENS ATTENS	
~	2	ATTENDANCE RATES ADMINIC	
29	33	ADMINISTRATORS INSTRUCTIONAL	
22	16	PERSONNER	
23.7	21.2	VIVE	/
20.7	27.2	8 BLACK	STAF
58.6	51.6	% HISPANIC % WHITE AND	STAFF TRENDS
21.9	17.6	AL S	DS
7.8	6.5	OR MIGHER  FIA TO ESPECIAL TO THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF	
69	96	A VG YEARS  EXPERIENCE  OT! PLANS	ļ
»	823	OPENTION	ORG
N N	. 2	CONFIL	TRENDS
		PER PUPIL	S IONAL ,
	2	272 *	

		AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE	DUIVALEN	SCORES 1					
GRADE						1	,		5		6	
SCHOOL YEAR	1974.75	1973.74	1974-75	1973-74	1974 75	1973.74	1974-75 1973 74	1973 74	1974-75	1973.74	1974-75	1973-74
PUPILS TESTED	114	90	.011	101	140	148	120	155				
READING MEDIAN	1.5	1.6	2.1	2.3	3.2	3.2	1-4	3.5				
MATH COMPUTATION MEDIAN	1.9	2.0	2-7	2-9	3_8	4.3	5-1	4.5		ď		
MATH CONCEPTS MEDIAN 2	1-7	N A	2.3	NA	3.5	NA	4.2	NA	1	NA		Z t
NATIONAL NORM	1 8	1.8	2.8	2.8	3.8	3.8	48	48	5.8	8.2	6.8	8.3

SUBJECT         HEADING         MATH COMPUTATION         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS         MATH CONCEPTS <th></th> <th></th> <th>DIF</th> <th>FERENC</th> <th>m Z E</th> <th>XPECTED</th> <th>DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3</th> <th>AINED N</th> <th>EANS -</th> <th>1974 78</th> <th>υ.</th> <th></th> <th></th> <th></th> <th></th> <th></th>			DIF	FERENC	m Z E	XPECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	1974 78	υ.					
2 3 4 5 6 2 3 4 5 6 2  -0.1 +0.1 +0.2 -0.3 -0.1 +0.1 -0  64 94 102 65 94 103	SUBJECT			READING	_,			MATH	COMPUT	ATION			MATH	CONCE	PTS	٠
-0.1 +0.1 +0.2 -0.3 -0.1 +0.1 -0 64 94 102 65 94 103	GRADE	2	ω	, <b>4</b>	5	6	2	3	4	5	6	2 -	3	4	51	6
64 94 102 65 94 103	DIFFERENCE	-0.1	1-0+	+0.2			-0.3	1.0-	1-0+	,		-0-4	10.1	-0.		
	PUPILS TESTED 4	40	94	201			65	94	103			65	94	103		

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An esterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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	•	ANTL SRP	o '	un	•	w	2	-	
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	2	7	1	1	10	12	14	Ľ.	
		12	1	1	22	23	27	19	
STANINE	4	17	1	ļ	24	23	19	24	
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	ĵ.	17	ł	1	1 3	15	<b>67</b>	1.3	
	7	12	1	1	2.	65	04		
	, 00	7	1	i	2	0	2	03	
	9		1	1	. 61	0	0	10	
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANIVES. BY GRADE LEVEL

· ES	PTS STANINES	PEXCENTAGE DISTRIBUTION CF WATH CENCEPTS STANIN by Grade Level
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l	΄ ω	7	;	i	2	0	2	S
	ø	4	:	1	<u></u> 2	c	0	2
		NATE NOR W GRP		r	n 😊 1	<b>&gt;</b> ≈ ′ a	ח	
		242	6	U)	*	w	2	-
			1	1	03	10	0	03
	2	7	1	1	04	05	=	=
	w	12	1	1	12	4	16	13
STANINE	. 4	17	ł	ł	17	27	27	14
J. N.E	5	2,5	1		22	28	22	32
	6	17	1	1	20	٦,	15	7
	7	12	1	ł	1	9	Ĉ.	C¢
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			7 % 7	٥	S	4	w	2	
		ı.	4	1	i	13	C	90	c
		2	7	1	1	63	69	17	=
		w 、	12	1	1	20	f9	21	22
	STANINE	1	17	ì	1	21	27	23	23
	٩٤	5	, 02	;	i	22	17	18	2
J		6	17	1	:	17	12	11	15
•		7	12	. !	ł	•	10	03	S
		<b>39</b>	7	1	:	•	10	0	0
		9	*	1	!		03	۰,	•

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### At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, the range of skill encompassed by each ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing from one grade to another. This constant Stanine scores are converted scores that The lower three stanines denote The

> eight and nine indicate very high levels answering almost all questions correctly. expected by marking answers without readanswer only at about chance level of the relatively strong skill deficits. Stanines that the test scores are valid, indicate test; that is, in about the score range indicate near perfect performance; that is, ing the questions. Stanine nine scores of skill. Pupils scoring in stanine one

percent of the pupils tested in the normshown to the right of the term "NATL NORM norm group scoring in each stanine is ative populations, and that the more exfour, five, and six include the middle 54 GRP" shown above. Note that stanines The percentage of pupils in the national

> tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular stasmaller percentages. (The percentage of treme stanines contain progressively three (4% + 7% + 12% = 23%) For example, 23 percent of the norma-

achievement average, most schools will grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one at the higher stanines. have some pupils at the lower and some may develop a notion about the hetero-By inspecting the stanine distribution

	1974-75	SCHOOL YEAR	
539	628	112	
0.4	<b>0.0</b>	MEMBERSHILY	•
45.9 53.7	44.9	* BLACK	STUE
53.7	55.1	* WHISPANIC  * WHITE AND	STUDENT TE
15.0	18.1	TRA	TRENDS "
93.8	91.9	ATTENDANCE ATTENDANCE	
_	1	ADMINICE &	
25	29	ADMINISTRATORS INSTRUCTIONAL STAFF	
-5	1.	PEOTHO	
20.0	18.5	PERSONNEL & RI	
28.3	30.1	* BLACK	STAF
52.0 18.5	51.4	* HISPANIC  * WHITE AND	STAFF TRENDS
. 18-5	30.0	MA SIVE	DS
08 6.4	8.6	OR MIGHER A VG VE	
93	110	ANGHER EXPERIENCE OFFI	
Z >	852	SATION TO	081
Z >	88	CONTRACTOR	ORGANIZATH
		PER PUBLIS	NAC

6.8	5.8	5.8	4.0	4.8	3.8	3.8	2.8	2.8	1.8	1.8	NATIONAL NORM
>		6.8	×	5.8	NA	4.5	Z >	3.5	Z >	2.4	MATH CONCEPTS MEDIAN 2
6.7		7.5	5.6	6.2	4-7	<b>4.</b> 5	3.8	3.4	2-2	2.1	MATH COMPUTATION MEDIAN
5.7		5.4	4.6	<b>4.</b> 9	3.7	3.6	2.8	2.9	2-2	2.2	READING MEDIAN
90		83	79	74	75	56	53 ₆	53	6 5	42	PUPILS TESTED
7	1973-74	1974-75	1973-74		1974-75 1973-74 1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
		5				ري دي					GRADE
		•		SCORES 1	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE E	T FRENDS:	HIEVEMEN	. ÀC		

		PIF	FERENC	ENEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	EANS -	197479	; 3 					
SUBJECT		<b>3</b> 0	READING	-		8	HTAM	MATH COMPUTATION	MOITA	Const	)	MATH	MATH CONCEPTS	PTS	
GRADE'	2	ω	•	5	6	2	·ω	•	5	<b>6</b> 0	2	ယ	٨	Q.	6
DIFFERENCE	-0-1	-0.2	<b>†0.</b>	-0.3	-0.1 -0.2 +0.4 -0.3 -0.2 +0.2 -0.2 +0.4 +0.6 +0.	+0.2	-0.2	+0.4	+0.6	+0.1	+0.5	-0.3	+d-0	+0.5 -0.3 +0.0 +0.2 -0.4	-0-
PUPILS TESTED "	36	38	19	74	36 38 61 74 78 35 38 61 74	35	38	, 61	7.6	78	35	38	61	7.5	78

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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له	С3	C 7	12	29	17	63	10	10	<del>د</del> 0	•
	C	30	13	14	2 3	6.1	08	05	96	
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BY GRADE	OF MATH	PERCENTAGE
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CF MATH CONCEPTS STANINES

PERCENTAGE DISTRIBUTION

BY GRADE

:		G N A A A A A A A A A A A A A A A A A A		-	n O 1	× 70 G	י		
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	N	7	90.	01	05	03	96	0,4	
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STANINE	4.,	. ,	21	9	12	<u>₩</u>	11	10	
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	۰	17	. 22	30	20	20	19	34	
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clude very low scores and, to the extent stanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achieve grade-level test into nine equal portions. another as shown in the charts above consistent fashion from one, grade to from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that achievement. Stanines one and two inprogressively lower, and the three higher ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a middle three stanines - 4, 5, and 6 = five. The lower three stanines denote The

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<u> </u>		. Z >	2 >	91	7.4	.27.3	70.3 27.3	5.4	24.3	31	. 37.	2	93.4	14.0	16.4	18.8	64.8	958	1973-74 -
		154	674	146	7.2	24.4	71.2	13.3	15** 5	, <b>4</b> (23	45	. 2	93.6	16.4 93.6	13.7	1.08	.66.2	955	1974>75
	CONTRACTED PER PUBLIS	SPERATING EXPENSES CONTRACTE EXPENSES	OPERATION EXPATI	OR HIGHER  FLA TEACHING  EXPERIENCE  UTILIZATIO	OR OEGREE FLA VG YEA	MA WITT	N/1.	* BLACK  * HISPANIC	PERSONNEL *	OF	AOMINISTRATORS INSTRUCTIONAL	ATTENOANCE AOMINIC	ANSIENCY ANDENCY ANDENCY	TR.	* WHITE AND	* BLACK	MEMBERSHIP &	AL.	SCHOOL YEAR
	TIONAL	ORGANIZATIO	OR			SC	STAFF TRENDS	STAF				1 <b>8</b> )		RENĎS	STUDENT TRENĎS	STU	1		

	,	ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES '	TRENDS:	GRADE E	QUIVALEN	τ sထnes '					,
GRADE		e.Y	N	•0		8 P		1 1	5		on ସ	5
SCHOOL YEAR . "	1974-75 1973-74	1973-74	1974-75 1973-7 <b>4</b>	1973-74	1974-75	1974-75 ©1973-74	1974-75 1973-74		1974-75	1973-74	197475	1973-74
PUPILS TESTED			٠,	4			245	256*	252	262	256	296*
-READING MEDIAN		•					3.1	3.5*	3.6	1 30.48	***	4.7*
MATH COMPUTATION		•					3	4.9*	4.5	4.7*	5.7	4E.9
MATH CONCEPTS MEDIAN 2		NA	·	AN		Z A	3.7	NA	4.2	N A	5.0	N >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
										,		

		DIE	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED	MEANS -	1974-75	3					,
SUBJECT			READING	-	-	,	MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	-
GRADE -	. 2	·ω	4	5	6	2	ω	4	5	6	2	3	•	5	6
DIFFERENCE			-0.1	-0.1 -0.6 +0.1	+0.1			+0.2	+0.2 -0.7 +0.1	1.0+			+0.0	+0.0 -0.6 -0.2	-0.2
PUPILS TESTED 4			210	226	210 226 234		,	711	211 226 235	235			211	211 226	235

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PERCENTAGE DISTRIBUTION OF READING STANINGS

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. The clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 from one grade to another. This constant lanines progressively higher, levels of

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).



518 59.5 11.7 28.8 20.0 93.7 1 21	4001	"	ASHIPY	LACK	STUDENT	V/V II	NDS	SIENCY	NOANCE TE %	STRATORS	CTIONAL	THE	''VE'	STAFF	STAFF TRENDS	(Ear   5	`* O	& WITH	WITH ER RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF THE RESIDENCE OF TH	WITH ELE OBUSHER ARING OF ORDER	WITH ELE OBUSHER ARING OF ORDER
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506     64.6     8.9     26.5     18.6     94.0     1     29       518     59.5     11.7     28.8     20.0     93.7     1     21	`	AL M	\	_	\	٠			AC	2/1/							\			1	1
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SCHOOL YEAR	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
PÚPILS TESTED	106	129	109	135	137	126						
READING MEDIAN	1.7	1.8	2.4	2.1	2.9	3.7						
MATH COMPUTATION	2.1	2.1	2.8	2.7	3.3	4.6						
MATH CONCEPTS MEDIAN 2	2.2	NA	2.5	NA /	3.5	Z,		NA		Z	ŧ	2 >
NATIONAL NORM	1.8	1.8	2.8	<b>6</b> '2	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

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PUPILS TESTED .	92	92 118				92	92 118				92	811			
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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# At least one pupil but less than 0.5% scoring in this stanine

STANINE

clude very low scores and, to the extent stanines progressively higher, levels of grade-level test into nine equal portions. achievement. Stanines one and two indenote "about average" levels of achieveconsistent fashion from one, grade to progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each another as shown in the charts above. unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that Stanine scores are derived by dividing The lower three stanines denote The

> expected by marking answers without readanswer only at about chance level of the relatively strong skill deficits. Stanines answering almost all questions correctly. eight and nine indicate very high levels that the test scores are valid, indicate indicate near perfect performance; that is, ing the questions. Stanine nine scores test; that is , in about the score range of skill. Pupils scoring in stanine one

percent of the pupils tested in the normshown to the right of the term "NATL NORM ative populations, and that the more ex-GRP" shown above. Note that stanines norm group scoring in each stanine is tour, five, and six include the middle 54 The percentage of pupils in the national

> tive group scored at or below stanine cents up to and including that stanine. pupils at or below any particular stasmaller percentages. The percentage of three (4% + 7% + 12% = 23%). nine may be computed by adding all pertreme stanines contain progressively For example, 23 percent of the norma-

grade. No matter what the school at the higher stanines. achievement average, most schools will geneity of achievement levels at that may develop a notion about the heteroat each grade level for the school, one By inspecting the stanine distribution have some pupils at the lower and some

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37.5	40 -0	PERSONNEL *	
0.0	10.3	* BLACK	STAF
62.5	50.0	* HISPANIC  * WHITE AND	STAFF TRENDS
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		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1			,		
GRADE	. 1		2	,	3				5		6	
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							111	124*	120	100*	801	114*
READING MEDIAN.				٠			3.5	3.1*	4.2	4.8*	. 5.3	5.4*
MATH COMPUTATION MEDIAN							3.8	4.0*	4.6	. 5.1*	6.2	5.8*
MATH CONCEPTS MEDIAN 2		NA		NA		N A	3.5	N	4.5	N.	5.4	>
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

,		DIF	FERENC	ENEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	A DENIA.	EANS -	1974-75	ω					
SUBJECT .			READING	<b>3</b>			MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.3	+0.0	-0.3 +0.0 +0.1	u	4.4	-U-8	-0.8 -0.2 +0.	+0.3			-0.7	-0.7 -0.2 +0.1	1.0+
PUPILS TESTED .			96	96 104 90	90			96	96 104	90			96	96 104	90

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINGS BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		NATE NORM GRP	σ,	σ,	•	w	~	-
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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

» middle three stanines – 4, 5, and 6 stanines progressively higher, levels of grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75	SCHOOL YEAR	
1262	1373	11.	
100.0	100.0	MEMBERSHIPY	
0.0	0.0	* BLACK	STUE
0.0	0.0	* HISPANIC  * WHITE AND	STUDENT TRENDS
11.9	16-9	TRA	RENVÓS
92.3	90.0	~\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	•	RATE & ADMINIC	
66	66	AOMINISTRA TORS INSTRUCTIONAL	
50	27	PERSON!	
45.5	48.4	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
0.0	6.0	* BLACK	STAF
54.5	45.6	* HISPANIC  * WHITE AND	STAFF TRENDS
30.6	21.3	M. S.	DS
5.4	5.4	OR HIGHER FLATONE	
96	<b>9</b> .	ANGHER ANGHER EXPENSENCE OTIL	
2 >	819	OPERTION	OR
2 >	62	AFRANCIS CONTRACTED EXPENSES EXPENSES	ORGANIZATI
		PUPIL	NAL

NATIONAL NORM		MATH CONCEPTS MEDIAN 2	MATH COMPUTATION	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	
g	n e	4.0	5.1	3.9	135	1974-75	0.	ACHIEVE
g		× ×				1973-74	_	ACHIEVEMENT TRENDS: PERCENTILE SCORES
88		12.0	20.0	11.0	358	1974-75	7	DS: PERCE
7.8	50%	× ×	16.0	12.0	365	1973-74 - 1974-75		NTILE SOC
8		11.0	20.0	11.0	294		80	)RES 1
8	50%	NA	26.0	16.0	372	1973-74		
90	200	× ×				1974-75	9	
8.8	50%	NA.	22.0	18.0	196	1973-74		

•		DIFF	RENCE IN E	XPECTED	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	NED MEAN	S - 1974-75					
SUBJECT		READING	DING		_	MATH COMPUTATION	PUTATION		•	MATH CONCEPTS	NCEPTS	
GRADE	6	7	8	9	6	7	8	9	6	7	8	. 9
DIFFERENCE	-0.8	-0.8 -1.2 +0.3	+0.3		-0.6	-0.6 +1.1 +1.9	+1.9		-0.9	-1.5	-1.8	E S
PUPILS TESTED 4	116	116 294 252	252		116	116 294 251	251		116	294	252	2 > 1

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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PERCENTAGE DISTRIBUTION OF READING STAVINES BAA COVED AB

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STANINE	4	17	1	1	18	19	24	1	
NE.	5	, 20	ı	1	14	14	09	1	
	6	17	;	1	ى ¤	24	ე6	-1	
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At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. The achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 from one grade to another. This constant Stanine scores are converted scores that

> answer only at about chance level of the eight and nine indicate very high levels answering almost all questions correctly. expected by marking answers without readrelatively strong skill deficits. Stanines indicate near perfect performance; that is ing the questions. Stanine nine scores test; that is , in about the score range of skill. Pupils scoring in stanine one that the test scores are valid, indicate

norm group scoring in each stanine is shown to the right of the term "NATL NORM ative populations, and that the more expercent of the pupils tested in the normfour, five, and six include the middle 54 GRP" shown above. Note that stanines The percentage of pupils in the nationa

> PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES HY SRADE LEVEL

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STANINE	4			1	1	15	18	9	1
Į,	s		20	1	1	25	07	94	1
	6		17	8	¥	: <b>8</b>	2	2	1
	7		2	1	ı	2	0	2	1
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cents up to and including that stanine. smaller percentages. The percentage of tive group scored at or below stanine nine may be computed by adding all perpupils at or below any particular stathree (4% + 7% + 12% = 23%). For example, 23 percent of the normatreme stanines contain progressively

at each grade level for the school, one at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the heterohave some pupils at the Jower and some By inspecting the stanine distribution

				-					_		-		L	-				
	*	ž	101	8.3	35.4	64.9	8.8	26.3	35	57		89-0	20.8	16.7	22.7	58.6	1251	1973-74
	85	874	120	0	37.5	62.5	5.7	31.8	25	69	2	86-1	27.9	15.0	22.6	62.4	1470	1974-75
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	CONTRACTED  PER PURIS  PER PURIS  PER PURIS	UTILIZATION EXPATING PER ENSES CONVINCENTED	UTIL PLAN	MA OWITH OR MIGHER FLA TEACHING EXPERIENCE UTIL	CA 10 .		* BLACK  * HISPANIC	* ASONNEL	OTHER PERSONNEL	INSTRUCTIONAL STAFF	AOMINISTRATORS	ATENONICE ATENONICE ATENONICE	TRA	* HISPANIC  * WHITE AND	* BLACK	MEMBERSHIP &	111	SCHOOL.
2	ORGANIZATIONAI TRENDS	OR G.			os `	STAFF TRENDS	STAF	•		.*			SONA	STUDENT TRENDS	STUD		-	<del></del> 1

	ACHIEVE	MENT TREN	IDS: PERCI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	)RĖS 1			
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74 1974-75 1973-74	1974-75	1973-74
PUPILS TESTED .			369	399*	277	436*	103	122*
READING MEDIAN	•		18.0	5.7*	5.7* 14.0.	6.2* 26.0	26.0	7.6*
MATH COMPUTATION MEDIAN			20.0	6.5*	6.5* 20.0	2 6.8*	30.0	8.0*
MATH CONCEPTS MEDIAN 2		NA	16.0	N.	16.0	Z	z >	3
NATIONAL NORM	6.8	8.0	50%	50% 7.8	50%	2 S	50%	876 \$05

		DIFF	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	XPECTED.	AND ATTA	INED MEAN	IS - 197475					
SUBJECT		READING	OING	*		MATH COMPUTATION	PUTATION			матн со	<b>NCEPTS</b>	10
GRADE	6	7	. 8	9	<b>б</b> ,	7	8	9	6	7	. თ	9
DIFFERENCE		+0.0	+0.0 -0.3 +2.6	+2.6		+1.8	+1.8 +0.6 =0.9	-0.9		-1-7	1	2 >
PUPILS TESTED .		309	309 243	83		605	309 241	82	1	307	242	NA.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
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	6	17	;	1	1	11	٦6	ر عد
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#### DEPOSENTAGE DISTRIBUTION OF MATH COMPUTATION STANINGS BY GRADE LEVEL

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	2		1	1	1	15	17	25
	u.	12:	1	ì	ł	23	24	81
STANINE	4.	17	-1	1	1.	28	22	17
INE	S	20	1	1	1	17	13	15
	6	17	1	1	1	90	90	90
	7	12	ł	ł	1	2 0	0.3	03
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#### PERCENTAGE DISTRIBUTION OF MATH CONSEPTS STANINES: BY GRADE LEVEL 22 28 20 12 03 02 01

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stapine

grade-level test into nine equal portions. clude very low scores and, to the extent stanines progressively higher, levels of grade is at about the middle of stanine another as shown in the charts above. consistent fashion from one, grade to achievement. Stanines one and two inprogressively lower, and the three higher five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 from one grade to another. This constant

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1974-75 SCHOOL YEAR	_
S O MEMBERSHIP & R.	
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	ACHIEVE	MENT TREA	NDS: PERC	ACHIEVEMENT TRENDS: PERCENTILE SCORES	)RES 1			
GRADE	8			,	8	*	9	0
SCHOOL YEAR	1974.75	1973-74	1974-75	1973-74	1974-75	1974-75 1973-74	1974 76	1973-74
PUPILS TESTED			362	*16E	338	412#	206	182*
READING MEDIAN			26.0	*6.9	6.9* 28.0	7.4*	42.0	8.3*
MATH COMPUTATION MEDIAN			, 26.0	¢8.3	26.0	7.2*	42.0	9.2*
MATH CONCEPTS MEDIAN 2		N.A	22.0	2 >	20.0	NA	NA NA	N A
NATIONAL NORM	8.8	8.8	¥05	50% 7.8	£ %05	878 <b>%05</b>	50%	8 <b>3</b> 8 <b>3</b>

e		DIFF	RENCE IN E	XPECTED.	AND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974.75 3	IS - 1974.75	3				
SUBJECT		READING	DING	·		MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	
GRADE	σ	7	8	9	6	7	8	9	6	7	ъ •	9
DIFFERENCE	_	-0.9	-0.9 -0.1 -2.9	-2.9		-1.1	-1.1 +0.6 -0.2	-0.2		₽.9	<b>-2.9</b> -1.5	N.A.
PUPILS TESTED 4		304	304 285 165	165		305	285	165		305	285	2

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PERCENTAGE DISTRIBUTION OF READING STAVINES AY GRADE LEVEL

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### PERCENTAGE DISTRIBUTION OF WATH COMPUTATION STANINGS BY GRADE LEVEL

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		NATE NORM GRP	12	1	10	<u>.</u> و	30	7
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	_و	4			1	40	ů3	24

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### PERCENTAGE DISTRIBUTION DF MATH CONCEPTS STANINE'S BY GRADE LEVEL 22 30 17 12 06 04 02 19 22 16 14 05 08 04 0 0 0 0 0 0 0 0 0 0 12 17 12 17 20 17 12 7

## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent stanines progressively higher, levels of another as shown in the charts above. consistent fashion from one, grade to achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote middle three stanines - 4, 5, and 6 ment. Grade-level performance at each The

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1973-74	1974-75	SCHOOL YEAR	<b>.</b>
1416	1316	Au.	
78.5	67.5	MEMBERSHIP Y	
78.5 11.0	24.6	& BLACK	STUE
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59	67	ADMINISTRATORS INSTRUCTIONAL	, j.
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33.9	32.8	NE,	
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	ACHIEVE	MENT TREA	DS: PERCI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	)RES 1	-		
GRADE .	5	,	6		7		æ	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974 75-	1974-75- 1973-74 1974-75	1974.75	1973 74
PUPILS TESTED	126		200	340*	329	328*	262	333*
READING MEDIAN	3.9		4.5	4.4.	20.0	5.9*	20.0	6.4*
MATH COMPUTATION MEDIAN	4.5	4	5.1	5.6.	18.0	6.5*	6.5* 23.0	7.5*
MATH CONCEPTS MEDIAN 2	4.0	N A	4.2	NA	18.0	z >	14.0	Ą
NATIONAL NORM	8.8	8.8	£03	50% 7.8	50%	8.8 %0%	50%	8 6 205
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	•	DIFF	RENCE IN E	EXPECTED /	AND ATTAI	NED MEAN	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974 75 3	ω.				
SUBJECT		READING	DING			матн сом	MATH COMPUTATION			MATH CONCEPT	NCEPTS	
GRADE	υı	6	7	œ	υı	6	7	8	ъ	6	7	8
DIFFERENCE	+0.0	+0.0	+1 _F 1	+0-6	-0.3	-0-2	+0.0 +0.0 +1 ₃ 1 +0.6 -0.3 -0.2 +1.0 +2.8	+2.8	-0 - 6	-0.6 -0.4 +1.8 +2.8-	+1.8	<b>+2.</b> 8-
PUPILS TESTED 4	103	167	. 264	. 203	103	, 167	103 167 264 203 103 167 264 204	204	103	103 167 264 F.203	264	P.20.3
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- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An esterisk 6°) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units, on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents, scores for higher grades are percentiles.
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≠ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve another as shown in the charts above unit enables scores to be organized in a Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 consistent fashion from one, grade to from one grade to another. This constant five. The lower three stanines denote the range of skill encompassed by each Stanine scores are derived by dividing use essentially the same metric, or unit,

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

•		. **	•
1973-74	1974-75	SCHOOL YEAR	•
1116	1607	AN	,
59.5	50.3	MEMBERSHIP &	
23.9	25.4	* BLACK	STUE
16.6	24.2	* WHITE AND	STUDENT TE
33.2	29.6	TRICATO	TRENDS
86.8	85.6	77. · · · · · · · · · · · · · · · · · ·	•
		ADMINISTRATORS	
53	75	INSTRUCTIONAL STAFF	- ,-
. 36	25	PERSONAL	
28.3	26.6	PERSONNEL & BLACK	
1.9	-8.0 65.4	* HISPANIC	STAFF
69.8	65.4	W.	FRENDS
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GRADE	6	•	. 7	,	8	Ħ	9	•	•
SCHOOL' YEAR	1974-75	1973-74 1974-75		1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	
PUPILS TESTED '	1	•	·		654	. 484	453	245	* .
READING MEDIAN		•	÷ 1	æ	20.0	23,0 28.0	, 28.0	14.0	:
MATH COMPUTATION MEDIAN	٧	٠			. 23.0	26.0	32.0	18.0	, d
MATH CONCEPTS MEDIAN 2	,	NA	€ na	· NA	18.0	* N	N >	NA.	
NATIONAL NORM:	6,8 .	8.8	50%	50% 7.8	50%	8.8	50%	9.8 9.8	* *
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	-	7		4				•							
•	N →	456	•	•	316	458	•		317	458		6		·	•
	NA .	-3.9 a	, 1	, <b>,</b>	-2.4 +1.7	-2.4	٠	•	< <b>-1.3</b> +0.4	< <b>-1.3</b>	,	٠	٥		
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PUPILS TESTED 4

SUBJECT

^{2.} Math Concepts is a subtest administered to grades one through eight for the fligst time in 1974-75. 🧡

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LEVEL	STANINE	1 21510
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# ★ 0 — At least one pupil bultless than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine another as shown in the charts above consistent fashion from one, grade to use essentially the same metric, scunit, Stanine scores are converted scores that clude very low scores and, to the extent progressively lower, and the three higher ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines, 4,5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing whit enables scores to be organized in a from one grade t<del>o a</del>nother. This constant The lower three stanines denote

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		7 1	
1973-74	1974-75	SCHOOL YEAR	/
1317	1136	110	-
35.6	36.6	MEMBERSHILY	•
24.2	25.2	* BLACK	STUD
40.2	38.2	* HISPANIC  * WHITE AND	STUDENT TRENDS
28.3	27.6	TRA	SGNB
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59	64	AOMINISTRATORS INSTRUCTIONAL	•
31.	22	PERSON!	
27.1	28.1	NE!	
3.4	°6-2	* BLACK	STAFF
69.5	65.7	* HISPANIC  * WHITE AND	FTRÉNDS
46.9	46.8	MA & WIT	DS
10.0	10.4	ALCHER !	
6.8	918	EXPERIENCE  UTILIZATIO	<b>J</b>
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	8.e 8.03	50%	8.8 \$0\$	50%	50% 7.8	50%	3	6.8	NATIONAL NORM
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1	32,0	30.0	7 26.0	32.0 7 26.0	20.0	32.0	٠		MATH COMPUTATION ,
4	30.0	20.0	28.0	23.0	24.0	23.0		•	READING MEDIAN
•	285	299	352	257	267	299	7	-	PUPILS TESTED
	1973-74	1974-75	1973-74	1894-75	1973-74	1974-75 * 1973-74	1973-74	1974-75	SCHOOL YEAR
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	SUBJECT		READING	OING			MATH COMPUTATION	PUTATION			MATH CONCERT	NCERTS	
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•	DIFFERENCE		-2.3	-2.3 -3.9 -0.8	<b>-0</b> -8	7	+0.6	+0.6 +6.2	+3.9		-2.8	+3.8	N.A.
•	PUPILS TESTED 4	,	249	205	244	,	249	205	و 24.2	,	247.	206	\$

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PERCENTAGE DISTRIBUTION PERCENTAGE DISTRIBUTION

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# .0 — At least one pupil but less than 0.5% scoring in this stanine.

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5, teut   725661	1974-75 3386 5	SCHOOL YEAR AVERAGE DAILY MEMBERSHIP	
51.6 13	8.6	* BLACK	"
13.2 35.2	14.0 27.4	* HISPAN	STUDENT
2 26.7 38.0	4 24.5	WHITE AND THER TRANSIENCY RATE	TRENDS
38.0 ·	86.8	ATTENDANCE ATTENDANCE	
6	7	OMINISTO	
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61 18.0	68 22.8	PERSONNE	
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	ACHIEVE	ACHIEVEMENT TRENDS: . PERCENTILE SCORES	NDS: . PER	CENTILE S	CORES'			
GRADE	9		1	0	1		1;	2
SCHOOL YEAR	1974-75	1973-74 1974-75 1973-74 (1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	L1874-75	1973-74	1974-75	1973-74
PUPILS TESTED	<b>.</b> 495		410* . 488	669*	548	539 [*]	354	<b>\$19</b> *
READING MEDIAN	. 12.0	6.4=	6.45 13.0	7.2* 16.0	16.0	8.5*	8.5* 20.0 10.4*	10.4*
MATHEMATICS MEDIAN	16.0	∓8*9 >	24.9	4.8*	20.0 '	6.0*	24.0	7.8*
NATIONAL NORM	50%	50% 9.8	¥05	50% 10.8	50%	50% 11.8	50%	50% 12.8

SUBJECT , / READING MATHEMATICS .  GRADE 9 10 11 .12 , 9 10 11 12  DIFFERENCE -2.1 .7 .2.3 .4.1 .2.1 .8 .1.8  PUPILS TESTED 3 389 383 448 .339 388 381 446 308	DIFFE	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 2	XPECTED	AND ATT,	NED ME	NS - 1974	-75 ²		
D 3	SUBJECT	/	REAC	DING			<b>МАТНЕ</b> М	ATÍCS	•
Ü	GRADE	9	10	11	• 12		. 10	=	12
389 383 448 39 388 381	DIFFERENCE	-2.1	3.6-	-1.7	-2.3	4.1	-2.1	-1-8	-1-8
	PUPILS TESTED 3	189	383	1	668,	388	381	446	308

- In.1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which publis scored higher or lower than similar pupils attending other Dade schools. Differences from ·2 through+2 percentile units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRACE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CUMPUTATION STANINES
BY GRADE LEVEL

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### * 0 - At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of clude very low scores and, to the extenachievement. Stanines one and two inprogressively, lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve grade-level test into nine equal portions. the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit Stanine scores are converted scores that middle three stanines - 4, 5, and 6 from one grade to another. This constant five. The lower three stanines denote Grade-level performance at each The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more example 10 percent of the pupils tested in the normative populations, and that the more example 10 percent of the pupils tested in the normative populations, and that the more example 10 percent of the pupils tested in the normative populations.

PÆRCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents by to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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1973-74	1974-75	SCHOOL YEAR	
6881	2043	Au	•.*
54.)	64.5	MEMBERSHIP Y	
13.4	64.5 15.3	& BLACK	STUDENT
22.6	20.2	* HISPANIC  * WHITE AND	DENT TH
22.3	22.2	TRA	TRENDS
86.6	87.3	~\mathcal{L} \	•
5	4	ADMINIST	
193	103	AOMINISTRATORS INSTRUCTIONAL	
37	35	PERSON!	
16.5	21.3	WE!	
5.8	4.8	* BLACK  * HISPANIC	STAFF
5.8 77.7 37.9	73.9	1 160.	F TRENDS
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	MATIONAL NORM	MATHEMATICS MEDIAN	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	
1	80%	24.0	16.0	405	1974-75		ACHIEV
	50% 9.8	l6.0	14.0	350	1973-74	•	EMENT TRE
	50%	23.0	18.3	454	1974-75	, 1	ACHIEVEMENT TRENDS: PERCENTILE SCORES
	50% 10.8	22.3	22.3	469	1973-74	•	CENTILE S
	50%	24.0	23.3	397	1974-75		CORES'
	50% 11.8	28.0	20.0 . 28.0	406	1973-74		
Ç	50%	32.0	28.0	293	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	-	
	12.8 12.8	34.0	26.0	343	1973-74	~	

DIFFE	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-752	EXPECTED	AND ATT	AINED ME	ANS - 1974	L75 ²		
SUBJECT		READING	DING			MATHEMATICS	ATICS	
GRADE	9	10	11	12	9	10	=	12
DIFFERENCE	+1.7	+1.2	-0.3 [°]	-0.4	+1.7 +1.2 -0.3 -0.4 -2.1 -1.9 -0.2 -1.0	-1.9	-b.2	•1.0
PUPILS TESTED 3	298	370	346	346 . 264	288	370	346	264

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in perceptile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative using but each may be compared to the appropriate normative value.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

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PERCENTAGE DISTRIBUTION

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★ 0 — At least one pupil but less than 0.6% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a five. The lower three stanines denote ment. the range of skill encompassed by each use essentially the same metric, or unit, Stanine scores are converted scores that trom one grade to another. This constant Grade-level performance at each The 0

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group stored at or below stanine three (4% + 7% + 12% = 23%).

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1973-74	1974-75	SCHOOL YEAR	
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1793 100.0	2168 130.7	MEMBERSHIP	
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0.0	າ•າ	* HISPANIC  * WHITE AND	STUDENT TRENDS
23.0	0.0 12.5	TRA	RENDS
86.1	95.7	177m	
5	6.	ADMINIST	
112	124	AOMINISTRATORS INSTRUCTIONAL	٠
54	39	PERSONAL	
34.0	37.9	PERSONNEL  * BLACK	
8.0	4.0	* HISPANIC	STAFF
58.0	58.1	1 W	TRENDS
39.5	39.5	MA & WITH	Š
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50%. 12.8	50 <b>%</b>	50% 11.8	50%	- 10.8	*05	8.6 <b>%</b> 05	° %05	NATIONAL NORM
5.4*	18.0	4.8*	20.0	3.)*	18.0	6.8*	16.0	MATHEMATICS MEDIAN
8.Ź*	7.7* 16.0	7.7*	6.4* 14.0	6.4*	6.2* 16.0		16.0	READING MEDIAN
335*	283	432=	374	. 492#	563	182 ≠	398	PUPILS TESTED
1973-74	1974-75	1973-74	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
2 .		_			_		\$	GRADE
		4	CORES'	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NDS: PER	EMENT TRE	ACHIEVI	0

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DIFFE	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-752	EXPECTED	AND ATTA	NED ME	NS - 197	L75 ²		
SUBJECT		- READING	DING		•	MATHEMATICS	MATICS	
GRÀDE	. 9	7 10	11	12	9	10	=	ž
DIFFERENCE	-1.3	0.1-	+0.2	+0.1	-2.2	-1.3	-1.3 · -1.0 +0.2 +0.1 -2.2 -1.3 -0.3 +0.0	<b>+0.</b> 0
PUPILS TESTED 3	347	469	329	252	343	469 329 252 343 467	329 262	262
						*		

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
- 2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

BY GRACE LEVEL OF READING STANINES PERCENTAGE DISTRIBUTION

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			PY'GPADE LEVEL	OF MATH COMPUTATION STANINES	PERCENTAGE DISTRIBUTION
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GRADE LEVEL	OF MATH CONCEPTS STANINES	SCCALAGE OF STATE OF THE

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— At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. consistent fashion from one, grade to use essentially the same metric, or unit, progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed, by each another as shown in the charts above unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that clude very low scores and, to the extent five. The lower three stanines denote Stanine scores are derived by dividing ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -The

> test; that is , in about the score range expected by marking answers without read answer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanfries answering almost all questions correctly. that the test scores are valid, indicate indicate near perfect performance; that is, ing the questions. Stanine nine scores of skill. Pupils scoring in stanine one

shown to the right of the term "NATL NORM percent of the pupils tested in the norm ative populations, and that the more exnorm group scoring in each stanine is GRP" shown above. Note that stanines The percentage of pupils in the national four, five, and six include the middle 54

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tive group scored at or below s three $(4\% + 7\% + 12\% = 23\%)$ .	icen afpn	pupils at or below any particular sta- nine may be computed by adding all	井	treme stanines contain progressively			0
elov 23%	t of	artic	e pe	rogr			-
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tive group scored at or below stanine three $(4\% + 7\% + 12\% = 23\%)$ .	cents up to and including that stanine. For example, 23 percent of the norma-	sta- g all	smaller percentages. The percentage of	ely.			4
	ф.	pupils at or below any particular sta- nine may be computed by adding all per-	of		C		^
		٠.		•	2	9	9

at each grade level for the school, one at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

aller percentages. The percentage of bils at or below any particular state may be computed by adding all perts up to and including that stanine. The example, 23 percent of the normation group scored at or below stanine are (4% + 7% + 12% = 23%).	me stanines contain progressively	
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1973-74	1974-75		
•	-76	SCHOOL YEAR	
3166	2839	110	
6.61	19.2	MEMBERSHIP &	
42.A	48.9	* BLACK	STUD
37.3	24.9	* HISPANIC  * WHITE AND	UDENT TE
37.3 27.3	24.1	TRA	TRENDS
39.1	89.9	יער	
0	w	AOMINICE AOMINICE	
143	131	AOMINISTRATORS INSTRUCTIONAL	
74	53	PERSON	
12.6	14.5	PERSONNEL  * BLACK	.,
9.1	8.3	* HISPANIC	STAFF
78.3 44.9	77.2 44.1	1 100.	TRENDS
44.9	**:1	MA WITH	S
8.9	10.0	HIC REC	
123	107	EXPERIENCE OTIL PLANS	
RA	486	OPERATING PERATING PERATING PERATING PERAFING PERAFING	ORG
2>	5	EXPENSES ONTRACTED EXPENSES	ORGANIZATIONAL TRENDS
		-UPICS	ONAL

•	ACHIEVI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NDS: PER	CENTILES	CORES'			
GRADE	9	9 ,	•		, 1			2
SCHOOL YEAR	1974-75	1973-74 1974-75 1973-74	1974-75	1973-74	1874-75	1973-74	1974-75 1973-74 1974-75 1973-74	1973-74
PUPILS TESTED		333	990	875	652	765	<b>435</b>	502
READING MEDIAN		42.0	30.0	32.0	32.)	28.0	38.0	36.0
MATHEMATICS MEDIAN		34.0	32.0	32.0	36.3	36.0	46.0.	\$.ò
NATIONAL NORM	¥05	8.6 %09	¥05	50% 10.8	50 <b>%</b>	50%. 11.8	50%	50% 12.8
	1							

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DIFFE	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	EXPECTED	AND ATT	AINED ME	ans - 197	4-75 2			
UBJECT .	c	READING	DING	•		MATHEMATICS	ATICS .	,	<b>&gt;</b>
RADE	9	, 10	11	12	9	70	=	12	•
IFFERENCE .		-1.7	-1.7 -3.8 +3.1	+3.1		-3.6	-0.6 -0.2 +0.7	+0.7	
UPILS TESTED 3		732	529 395	375		732	732 529 394	394	•

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- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in parcentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."
- 3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PEFCENTAGE DISTRIBUTION
OF PEADING STANINES
BY CHARG LEVE

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GRADE LEVEL	MATH CONCEPTS STANINE!	PERCENTAGE DISTRIBUTION

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# ★ 0 — At least one pupil but less than 0.5%-scoring in this stanine

ment. Grade-level performance at each grade is at about the middle of stahine achievement. Stanines one and two in denote "about average" levels of achiev grade-level, test into nine equal portions. Stanine scores are derived by dividing clude very low scores and, to the exten stanines progressively higher, levels of progressively lower, and the three higher another as shown in the charts above. the range of skill encompassed by each Stanine scores are converted scores tha five. The lower three stanines denote consistent fashion from one, grade to unit enables scores to be organized in a middle three stanines - 4, 5, and 6 rom one grade to another. This constant ise essentially the same metric, or unit

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate hear perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

#### SOUTH CENTRAL AREA 4

Elementary Schools	hools	Junior High Schools	•	Senior High Schools
ALLAPATTAH	KENSINGTON PARK	ALLAPATTAH		CORAL GABLES
AUBURNDALE .*	KEY BISCAYNE	BROWNSVILLE		MIAMI JACKSON
BETHUNE	KINLOCH PARK	GARVER, G. W.		MIAMI SENIOR
BUENA VISTA	MELROSE*	CÎTRUS GROVE		•
CARVER, G. W.	MERRICK	KINLOCH PARK	•	
CITRUS GROVE	MIRAMAR	LEE, ROBERT E.		•
COCONUT GROVE	PHARR, KELSÉY L.	MERRITT, ADA		•
COMSTOCK	RIVERSIDE	PONCE DE LEON		امد
CORAL GABLES	SANTA CLARA	SHENANDOAH		
CORAL WAY	SHENANDOAH	WASHINGTON, B.		•
DADE!	SILVER BLUFF			
DOUGLAS	SOUTHSIDE		•	
DUNBAR	SUNSET			•
EARLINGTON HGTS.	TUCKER, F. S.			•
FLAGLER, H: M.	WEST DUNBAR		4	•
FLORAL HGTS.	WEST LABORATORY		;	
HIGHLAND PARK	WHEATLEY, PHYLLIS			

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		<b>\</b> .	
1973-74	1974-75	SCHOOL YEAR	;
871	849	All	
83.0	84.1	MEMBERSHIP	
83.0 16.4	15.4	& BLACK-	STU
0.6	0.5	% WHITE AND	STUDENT TI
12.5 93.3	13.8	TRACE	TRENDS
93.3	93.5	777.	X.
.2	2	ADMINIST	
35	45	AOMINISTRATORS INSTRUCTIONAL	,
	24	O'AFFONAL	
34 34.3	42.2	PERSONNEL	
2.9	13.3	* BLACK	STAFF
62•B	44.5	% HISPANIC % WHITE AND	F TRENDS
14.6	17.3	M 84	S
7.6	1.1	A OFFICE FAR THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE S	-
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		. AC	HEVEMEN.	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1	3	•		•	
GRADE	,			2	ω	,	4		5			
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1974-75 1973-74	1974-75	1973.74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED		ı]		•	207•	207 • 208*	176	241*	235	263*		
READING MEDIAN	•	en.	,		2.7	3.0*	2.9	3,.1*	4.4	6.5*		
MATH COMPUTATION MEDIAN				٠	3:2	3.3*	3.7	3.5*	5 <u>.</u> 0	. 6.8*		
MATH CONCEPTS MEDIAN 2		, NA		. NA	2.7	Z Þ	3.2	N N	4.5	N N		N A
NATIONAL NORM	1.8	1.8	. 2.8	2.8	3.8	3.8	. 4.8	4.8	5.00	5.8	6.8	<b>6.8</b>
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SUBJECT			_	READING	.,	<b>,</b>		MATH	MATH COMPUTATION	ATION	Tá:		MATH	MATH CONCEPTS	PTS	
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^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. "All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from 0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCHNTAGE CISTRIBUTION
OF READING STAWLIES

BY WRADE LEVEL

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PERCENTAGE DISTRIBUTION

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GRP CRP

### At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two ingrade is at about the middle of stanine denote "about average peels of achievegrade-level test into nine equal portions. another as shown in the charts above. clude very low scores and, to the extent stanines progressively higher, levels of progressively, lower, and the three higher the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to unit enables scores/to be organized in a Stanine scores are converted scores that middle three stanines - 4, 5, and 6 - 4 from one grade to another. This constant use essentially the same metric, or unit, five. The lower three stanines denote Grade-level performance at each The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

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SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74 • 1974-75		1973-74
PUPILS TESTED .	100	98	99	99	108	124	130	143	148	152	145	134
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READING MEDIAN	1.8	1.6	2.9	2.5	3,4	3.3	3.6	3.0	•			
MATH COMPUTATION -	2,7	2.6	3.5	3.8	3.9	3.9	<b>★.</b> 8	5.1	5.7	5,2	0.4	•
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NATIONAL NORM	1.8	1.8	2.8	72.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

⁴ The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

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#### PERCENTAGE DISTALHUTION OF MATH COMPUTATION STANIMES BY GRADE LEVEL

BY GRADE

PERCENTAGE DISTRIBUTION

CF MATH CONCEPTS STANINES

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		NATE NORP GRP	6	5	4	w	2	-	
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	ü	12	11	16	91	07	Lo	70	
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 $r \ 0 \ \dot{-} \ At$  least one pupil but less than 0.5% scoring in this stanine.

 progressively lower, and the three highe achievement. Stanines one and two include very low scores and, to the extent stanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines -4, 5, and 6 grade-level test into nine equal portions. another as shown in the charts above consistent fashion from one, grade to ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a Stanine scores are converted scores that use essentially the same metric, or unit from one grade to another. This constant The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill: Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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1973-74	974.75	SCHOOL SEAR	· ·
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SCHOOL YEAR	1974-75	1973-74	1974-75	1973.74	1974.75 1973.74 1974.75 1973.74	1973-74	1974-75	1973.74	1974-25	1973-74	1974-75	1973-74
PUPILS TESTED	8.6	125*	90	153*	135	149*	0	,		•		
READING MEDIAN	3.4	1.6*	2.0	2.8*	2.8	.2.9*	٠.		•			
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NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	8.8	6.8
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- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974.75.
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RUENTAGE DISTRIBUTION GRADE LEVEL

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PERCENTAGE DISTRIBUTION PATH CENCEPTS STANINES

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grade-level test into nine equal portions. from one grade to another. This constant achievement. Stanines one and two in stanines progressively higher, levels of the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. clude very Jow scores and, to the exten progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines - 4, 5, and 6 consistent fashion from one, grade to use essentially the same metric, or unit Stanine scores are converted scores that ment. Grade-level performance at each unit enables scores to be organized in a The lower three stanines denote

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ative populations, and that the more ex percent of the pupils tested in the norm shown to the right of the term "NATL NORM four, five, and six include the middle 54 GRP".shown above. Note that stanines norm group scoring in each stanine is The percentage of pupils in the nationa

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6.8	» NA			***	1973-74		
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		ş	DIF	FERENCE	N EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	NED M	EANS -	1974-78	3					
	SUBJECT		<b>3</b>	READING	7.4			MATH	MATH COMPUTATION	ATION	9	p judge 43	MATH	MATH CONCEPTS	PTS .	] : ]
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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
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♠ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. stanines progressively higher, levels of achievement. Stanines one and two in-Stanine scores are derived by dividing clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit Stanine scores are converted scores tha The lower three stanines denote

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1974-75	ECHOO!	
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		ACT	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	UIVALENT	SCORES 1	ş===		,		
GRADE			2		5		, 4		a. On		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	19 3-74
PUPICS TESTED	127	127 " 122*	112	151*							•	
READING MEDIAN	- 1.8	1.7*	3.0	2.7*				,				•
MATH COMPUTATION MEDIAN	2.0	2.0 1.9*	2.9	2.7*		,						
MATH CONCEPT MEDIAN 2	.6.1	NA	2.9	N N	•	N A		NA		2		2 >
NATIONAL NORM	158	1.8	2.8	2.8	3.8	3.8	4.8	8.	5.8	5.8	6.8	6.8
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SUBJECT		:	<b>.</b>	READING			•	MATH	MATH COMPUTATION	ATION			, MATH	MATH CONCEPTS	PTS	
GRADE	•	2	ω	4	55	6	2.	ω	4	5	6	2	3	•	5	6
DIFFERENCE		+0.3	•				+0.2					+0.3				
PUPILS TESTED 4	1	73					73					73				
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In 1973-74 one-fielf the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
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PLACENTAGE CISTRIBUTION
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### $^{\mathsf{k}}$ 0 - At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of consistent fashion from one, grade to unit enables scorés to be organized in a clude very low scores and, to the extent progressively lower, and the three higher denote "about average" levels of achieve-Stanine scores are derived by dividing another as shown in the charts, above Stanine scores are converted scores that five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant use essentially the same metric, or unit,

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1973-74	1974-75	SCHOOL YEAR	
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		ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE									5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973.74	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	. 17	13	116	137	153	173	181	202	221	209	199	235
READING MEDIAN	1.7	1.9.	1.8	2.1	2.8	3.2	3-6	3.6	5.0	4.5	5.7	5.6
MATH COMPUTATION	1.8	2.2	2.7	3.1	3.9	>4=5	4.6	5.6	6.4	6.6	7.2	8.3
MATH CONCEPTS MEDIAN 2	1.7	NA	2.4	Z Þ	4.2	N A	5*4	AN	♦ 5.6	NA	ò. 8	Z
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	8.1.	4.8	5.8	5.8	6,8	8.3

		DIF	FERENC	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED N	EANS -	1974-75	ü					
SUBJECT		<b>T</b>	READING		`		MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	S14	
GRADE	2	ω	4	5	6	2	ω	4	5	6	2	ω	4	5	σ
DIFFERENCE	-0.3	<b>*0.0</b>	1.0	•0.0	-0.3 +0.0 -0.1 +0.0 -0.2 -0.5 +0.0 -0.3 -0.3 -0	-0.5	÷0.0	-0.3	٥	.0	-4 -0.6 +0.1 +0.0 -0.3 -0.2	1.0+	+0.0	<b>-</b> 0.3	-0-~
PUPILS TESTED .	19	104	149	180	19 104 149 180 164 19 101 150 179	19	101	150	179	164	19	100	149	19 100 149 179 164	164
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PACENTACE CISTRICUTES

FREADING STATELES CRADE LEVEL

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PERCENTAGE DISTRIBUTION
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# At least one pupil but less than 0.5% scoring in this stanine.

stanines progressively higher, levels of ment. Grade-level performance at each grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two in progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve another as shown in the charts above. consistent fashion from one, grade to Stanine scores are converted scores that the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, middle three stanines -4, 5, and 6 -The lower three stanines denote

> answering almost all questions correctly. answer only at about change level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines expected by marking answers without readtest; that is, in about the score range that the test scores are valid, indicate indicate near perfect performance; that is of skill. Pupils scoring in stanine one ing the questions. Stanine nine scores

ative populations, and that the more expercent of the pupils tested in the normshown to the right of the term "NATL NORM norm group scoring in each stanine is The percentage of pupils in the national four, five, and six include the middle 54 GRP" shown above. Note that stadines

> three (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the norma cents up to and including that stanine. nihe may be computed by adding all per pupils at or below any particular stasmaller percentages. The percentage of treme stanines contain progressively

at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the hetero at each grade level for the school, one By inspecting the stanine distribution have some pupils at the lower and some

		~	*	•
1973-74	1974-75		SCHOOL YEAR	
376	411		ا	
376 56-1	54.2		MEMAGE DAILY	.
			* BLACK	STU
40.3	2.8 . 43.0		* HISPANIC  * WHITE AND	STUDENT TRENDS
31.	17.7		TA:	RENDS
3.6 40.3 31.7 93.4	93.6	יו	TRANSIENCY RATE &	
4	5	↾	ATTENDANCE RATE &	
	-	┞	ADMINISTRATORS	
19	26		INSTRUCTIONAL	
- 15	15		AFFONAL	
26.3	7.61	┲	PERSONNEL	
5.3		1	BLACK	STAI
68.4		;	* HISPANIC	STAFF TRENDS
_	1		% WHITE AND	NDS
4.5	Ī	Γ	MA & WITH OR HIGHER FLAVE	
0.0		0	FLAVG VEAR	
. 2	3 5	2	A MICHER A VG TEARS EXPERIENCE UTIL PLA	
NA	1020	1020	~ '(/, ')//, ~	OR
N A		ę	OPERATING PERPOSES CONTRACT EXPENSES CONTRACT EXPENSES	RGANIZATIO
			CONTRACTED FER PUPIL	TONAL
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		ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE EC	UIVALENT	SCORES 1					
GRADE	<b>L</b>	,	, 2		ω	·	4		· 5ī		6	
SCHOOL YEAR	1974-75	1973.74	1974-75	1973.74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74
00.000	_	٥						-72	50	67*	70	<b>41</b> *
PUPILS TESTED -	41	30*	53	38*	1	<b>41</b> *	. 21	ن * -	34	9,7		<u> </u>
READING MEDIAN	1.4	1.7*	2.4	2.7*	2.9	3.2*	س <u>ب</u> 00	4.2*	4.9	4.4*	5.0	4.1*
							,	,	n		5_7	5. R*
MATH COMPUTATION	1.6	2.2*	2.7	3.0*	3.0* 3.3	() () *	34.9	4.0*	9.0		,	
MATH CONCEPTS MEDIAN 2	1.7	Z Þ	.2.2	NA	2.7	N Þ	3.7	Z P	5.0	N A N	5.6	, A
NATIONAL NORM	1.8	1.8	1.8 2.8	2.8	3.8	3.8	8.8	4.8	5.8	5.8	6.8	6.8

		ĐIĘF	ERENCI	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED M	EANS -	1974-75	ω					
SUBJECT		20	READING				MATH	MATH COMPUTATION	ATION	_		MATH	MATH CONCEPTS	PTS ,	
	,	3	•	,	6	ه ا	ω	4 .5 6	57	6	2	ω	4	ن ن	თ
GRADE		, _							1			,	, -	3	2
DIFFERENCE	+0.2	-0.1	+0.2	+0.0	+0.2 -0.1 +0.2 +0.0 +0.2 +0.0 -0.1 -0.2 +0.1 +0.1	+0.0	1	-0.2	1.0+	, <del>1</del> 0 • 0	# 0.00 TOOL 100			•	3
DIPLIS TESTED A	- 34	30	42	. 41	34 30 42 41 60 34 30 42 41	34	30	42	41	56	34	34 30 42 41	42	<u>+</u>	5 <b>6</b>
	•			.										1	

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION OF GRADE LEVEL			
GRADE LEVEL	≺	C.	Ę
DISTRIBUTION STANINES EVEL	GRADE L	READING	RCENTAGE
	EVEL	STANLIES	DISTRIBUTION

	2				- - - -	STANINE			•		
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. 4	4	7	12	17	20	17 - 20	12	7	4	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
	0.	0	9.0	11	14	15	20	26	90	6	
	ъ	63	<b>77</b>	<b>=</b>	15	20	23	<b>C7</b>	13	ا ب <del>ل</del>	
	03,	Ç	01	٦٢.	Ç.	20	25	5	Ç, U	4	
	40	94	60	·)9	6.0	16	֟ ֞ ֞ ֡	23	07	- 7C C	
	07	13	04	9	_	13	. 21	14	69	``	
	65	Ç	O	10	17	17	29	12	C5		

#### PERCENTAGE DISTRIBUTION STANINES BY GRADE LEVEL

DE MATH CONCEPTS STANINES

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NATE	5	υs	4	w	~	-	÷
4	12	16	07	11	6 ا	15	
1,	23.	13	20	22	18	07	84
12	11	18	20	20	ĺ6	17	GR ADE
17	14	18	20	24	16	17	
12 17 20 17 72	. 17	=	14	13	05	17	LEVEL
17	11	S U	80	0	14	20	
72	06	80	0	0	09	20 . 07	
7	03	0	0	0	04	0	
	05	_		õ	_		

L		1	ł		•			
		NATE GRP	. 6	: دی	נים ת 4	> 20 0	r 2	
Γ	, ,	4	0	•	12	٥	0	0
l	2	7	18	11	20	16	16	17
l	(ي)	12	20	23	22	20	سار ا	22
Í	STANINE 5	. 17	23	23	20	24	25	20
	1 2 5	20	15	16	10	16	8	10
l	6	17	14	15	07	18	07	15
	7	12	0	05	07		14	0
l	Œ	7	C5	. C5	0	0	C5	C 7
	. •		03	0	0	0	c	07
		-	ı					

#### 0 At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of grade-level test into nine equal portions. achievement. Stanines one and two inprogressively lower, and the three higher clude very low scores and, to the extent five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to unit enables/scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that

> relatively strong skill deficits. Stanines eight and nine indicate very high levels expected by marking answers without readanswer only at about chance level of the of skill. Pupils scoring in stanine one that the test scores are valid, indicate answering almost all questions correctly. test; that is, in about the score range ing the questions. Stanine nine scores indicate near perfect performance; that is

ative populations, and that the more ex four, five, and six include the middle 54 shown to the right of the term "NATL NORM norm group scoring in each stanine is percent of the pupils tested in the norm GRP" shown above. Note that stanines The percentage of pupils in the national

> pupils at or below any particular stasmaller percentages. The percentage of tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all per treme stanines contain progressively three (4% + 7% + 12% = 23%)For example, 23 percent of the norma

STANINE

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at each grade level for the school, one at the higher stanines. geneity of achievement levels at that achievement average, most schools will grade. No matter what the school may develop a notion about the hetero By inspecting the stanine distribution have some pupils at the lower and some

SCHOOL: COMSTOCK EL

	٠.		
1973-74	1974.75	SCHOOL YEAR	
127,2	1165	AL	
30.7	33.0	MEMBERSHILY & P	
64.5	62.3	* BLACK	STUE
4.8	4.7	% HISPANIC % WHITE AND	STUDENT TRENDS
21.3	22.1	TRA	ENDS
1.16	91.0	''7'	
2	2	ADMINIST	
55	55	ADMINISTRATORS INSTRUCTIONAL	
41	40	PERSONIER	
309	27.2	PERSONNEL  * BLACK	
14.6	20.0	* HISPANIC	STAFF
54.5	52.8 30.1	WHI	STAFF TRENDS
31.7	30.1	MA & WITH	S
8.2	0.6	AIC! WEL	•
126	111	FLANG. YEARS  FLANG. YEARS  ERIFNER CHING  UTILIZATIO	
NA	218	EXPENTIAL PERENTAL	ORG
N A	117	EXPENSES CONTRACTED CONTRACTED CONTRACTED EXPENSES FORDILL	ORGANIZATIONAL TRENDS

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	NATIONAL NORM	MATH CONCEPTS MEDIAN 2.	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED	S@HOOL YEAR	GRADE	
	1.8	1.5	1.5	1.3	189	1974-75	1	
	1.8	AN	1.7*	.1.6*	141*	1973-74		, ACH
/	2.8	2.2	2.3	2.0	246	1974-75	N	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
	2.8	ÑA	2.7*	2.2*	280*	1973-74		TRENDS:
	3.8	3.1	3.2	2.3	322	1974-75	<b>3</b>	GRADE EO
	3.8	Z Þ	3.3*	2.7*	341*			UIVALENT
	4.8					1974-75	4	SCORES 1
	4.8	N A				1973-74		
	5.8					1974-75	. 5	
	5.8	N				1973-74		
	6.8					1974-75	6	
	8.9	Z				1973-74		

		무	FERENC	E	KPECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	1974-7	5 3					
SUBJECT			READING	"			MATH	MATH COMPUTATION	NOITA.			МАТН	MATH CONCEPTS	PTS	
GRADE .	2	ω	4	51	6	2	ω	4	5	6	2	3,	4	5	6
DIFFERENCE	+0-0	+0.0 -0.2				-0.2	-0.2 -0.2				-0.2 -0.1	-0.1			
PUPILS TESTED .	122	122 243	,			122	122 238			·	122	122 239			
a ·	-														

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STAULIES

		25 A	÷	U	,. <b>4</b>	w	~	-
	- 1		;	1	1	17	15	6.1
	2	7	;	ŧ	1	32	25	77
	w	12	1	:	•	19	19	20
*TANINE	4	17	1	i	ţ	12	18	12
- - - - -	ن	20	;	;	;	12	14	25
	٠,	17	:	;	į	06	ن <b>7</b>	5.7
	7	12	•1	;	3 t	0	<u>;;;</u>	4.2
	- <b>co</b>	7	1	i	;	21,	10	ڠ
	•	. 4	:	1	;	0	2	o
•		NATL NORY GRP	,	_	m Ö	D 70 (	ລ	
		무주근	>	ું હત	4	w	· <b>~</b>	-

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CE MATH CEMPUTATION STANIP	PERCENTAGE DISTRIBUTION
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	CF MATH CCMPUTATION STANINES

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VEL	PUTATION STANINES	DISTRIBUTION

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES

		NOR ORP		r	n C 1	> 70 (		
		NATE NORM GRP	6	u	4	ų	2	-
	۳	4	:	1	i	83	10	90
l	2	7	:	:	ł	16	27	13
	w	12	:	1	ŀ	25	20	24
STANINE	4	17	:	1	ļ	18	18	20
E NE	5	20	ł	ł	ŀ	19	14	20
	6	17,	1	ľ	i	80	. 60	80
	. 7	12	1	ŀ	ŀ	10	10	80
		. 7	:	ł	1	10	10	2
	9		1.	:	ŀ	0	,0	0

# At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of Stanine scores are derived by dividing clude very low scores and, to the extent progressively lower, and the three higher the range of skill encompassed by each another as shown in the charts above. consistent fashion from one, grade to use essentially the same metric, or unit, Stanine scores are converted scores that grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 unit enables scores to be organized in a from one grade to another. This constant The lower three stanines denote The

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at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one By inspecting the stanine distribution have some pupils at the lower and some may develop a notion about the hetero-

1973-74	1974-75		· .~
7	75	SCHOOL YEAR	
454	462	Au	
22.7	15.6	MEMBERSHIP &	
13.5	13.9	* BUACK	STU
63.8	70.5	* HISPANIC  * WHITE AND	DENT T
63.8 3.6.7	14,3	TRA	STUDENT TRENDS
194.1	94.6	RANSIENCY ATTENN	۹.
1	-	ATTENDANCE RATE &	
23	31	ADMINISTRATORS INSTRUCTIONAL	
11	13	STAFFONAL	
17 13.0	19.3	PERSONNEL	
4.4	6.4	* BLACK	STAFÊ
82.6	74-3	* HISPANIC  * WHITE AND	F TRENDS
40.7	42.8	1 CA 10	DS
11.9	11.5	MA OWITH OR HIGHER FLA	
62	86	ANG YEARS G	
2 >	966	UTILIZATION . EXPRATING PERPENSES	ORG
N A	59	PERATING PER PUPIL CONTRACTOR	GANIZATION TRENDS
•		CONTRACTED EXPENSES PER PUPIL	DS

		· .	ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1					
	GRADE	, ,		N		3		4	•	51		6	
	SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974.75	1973-74
	PUPILS TESTED					88	*08	77	108*	114	114*	123	92*
	READING MEDIAN					4.5	4.4*	5.6	5.6*	6.7	6.9*	8.3	8.9*
	MATH COMPUTATION MEDIAN					4.6	4.5*	6.0	5.8*	7.8	7.2*	3.8	9.0*
٠, ١	MATH CONCEPTS MEDIAN 2		N D		N >	5.8	NA	5.8	NA	8.4	Z	8.7	Z >
	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5,8	6.8	6.3

			PIF	FERENC	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	IEANS -	1974-75	ω					
-	SUBJECT		_	READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
	GRADE	2	ω	4	-5	6	2	3	4	,5 -		2	3	4	57	6
	DIFFÉRENCE		+0.7	+0.3	1.0+	+0.7 +0.3 +0.1 -0.1		+0.7	+0.7 +0.4 +0.8 -0.	+0.8	-0-1		+1.2	+0.3	+1.2 +0.3 +1.0 -0.1	1-0-1
	PUPILS TESTED 4		54	61	93	54 61 93 96		53	53 61 93	93	95		53	61 93	93	95

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the
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HERGENTAGE DISTRIBUTION OF APACING STANIVES

PERCENTAGE DISTRÍBUTION CF MATH COMPUTATION STANIVES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION CF MATH CCNCEPTS STANINES BY GRADE LEVEL

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	ω	12	07	03	80	03	ł	:
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INE 0	رن ن	20	10	90	10	10	ł	1
	٥	17	17	13	19	9	ł	ļ
	7	12	13	22	. 13	17	i	ł
l	<b>OB</b>	7	13	=	22	07	1	:
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0 - At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two ingrade-level test into nine equal portions. clude very low scores and, to the extent stanines progressively higher, levels of use essentially the same metric, or unit, progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that middle three stanines -- 4, 5, and 6 --The lower three stanines denote Grade-level performance at each

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	2	×	121	5.6	12.9		18.5 57.4 24.1	18.57	38	5	2	94.6		14.9 12.0	84.3	8.0	1301	1973-74
	_	796	96	5.7	10.0		51.7	19.6	20	56	2	92.2	12.8	12.3	87.3	0.4	1258	1974-75
CONTRACTED EXPENSES PER PUPIL	PERATING PER PUPIL CONTRA	UTILIZATION OPERATING PERINGS	"VCA"G	ALLIGHER	MA & WITH	1 W	8 H/S	* BLA	PERSONIA	INSTRUCTIONAL	OMINISTO	ATTENDANCE ATTENDANCE	TRA	WHILE	* BLACK  * HISPANIC	MEMBERSHILY	111	SCHOOL YEAR
SONA	TRENDS	ORG			S .	TRENDS	STAFF						NDS	STUDENT TRENDS	STUD			

		ACH	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1		•			
GRADE		•		·	ω		4		5		6	
SCHOOL YEAR	1974-75	1973-74 1974-75	1974-75	1973-74 1974-75	1974:75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	56	, 52*	72	143*	145	168*	176	32*	194	206*	185	135*
READING MEDIAN	1.8	1.7*	1.7* 2.7	2.1*	3.3	2.9*	3.6	2.9*	5.4	4.7*	1	0.5*
MATH COMPUTATION	1 · 8	1.9*	3. <b>4</b> ,	3.1*	4.6	5.1*	6.0	4.3*	6.9	6.3*	8.3	8-3*
MATH CONCEPTS MEDIAN 2	2.0	NA	2.7	N A	4.2	AN	4.9	2×	6.2	2	7.5	2 >
NATIONAL NORM	1.8	1.8	, 2.8	2.8	3.8	3.8	4.8	4.8	5.80	5.8	6.8	6.8

		DIF	FERENC	E Z EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	ND ATT	AINED N	IEANS -	1974-75	ü		·			
SUBJECT			READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	•	5	6	2	ω	•	5	6	2	3	4	on [†]	6
DIFFERENCE	+0.3	+0-3	+0.3	1.0+	+0.3 +0.3 +0.3 +0.1 +0.2 +0.4 +0.6 +0.2 +0.1 +0.7	÷0.4	+0.6	+0-2	÷0.1	+0.7	-0-1	+0-2	-0-1	-0.1 +0.2 -0.1 -0.1 +0.6	+0-6
PUPILS TESTED .	37	=	144	159	37 111 144 159 158, 39 112 143 159 154	39	112	143	159	154	. 39	112	39 112 143 159	159	154
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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	·w`	12	21	1.7	22	23	81	7
STANINE		17	19	21	27	20	23	26
3⊀1	· 5	20	19	20	15	16	3	25
•	6	#	0,8	17	c ₇	14	ن •	Ξ.
	· 7	12	97	67	4.3	37	67	. S.
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	wi i	7	0	03	0	o	٥	. 2
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#### DERCENTAGE DISTRIBLTION OF MATH COMPUTATION STANISHES BY GRADE LEVEL

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. 7	4)		`		•	١.	<b> </b>	ĺ	
NATE	4	7	12	1.	20	17	12	. 7	<b>.</b>
6	15	13	17	19	14	9	9	0.3	-
· .	11	10	24	18	18	13	03	0	_
, <b>4</b> ,	<b>√</b> 80	17	17	22	18	10	96	01	3
> 70 ( U	01	F	15	20	20	9	10	01	· ()
	9	<b>C7</b>	14	25	16	12	12	06	Ç.
-1	Ü	3	5	1.3	16	22	٦	12	-↑

#### PERCENTAGE DISTRIBUTION CF MATH CONCEPTS STANINES RY GRADE LEVEL

			G N A T		r	n 😊 :	× 70 C	ר	
			NATE GRP	•	<b>5</b> 1	•	w	2	-
		-	. 1	2	ò	10	0	11	C4
		2	7	40	03	07	06	81	ડક
		w	. 12	07	80	9	13	15	20
	STANINE	4	17	17	20	17	21	20	19
	INÉ	្ឃ	<b>•</b> ₹	23	21	29	21	16	14
		o.	17	15	24	17	13	10	24.
		7		15	60	15	7	<b>N</b> 22	10
E.C		œ	7	90	11	8	97	0	0
S.Y.	93	Q.	<u> </u>	12	0.4	•	05	0	2

322

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine the range of skill encompassed by each another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, clude very low scores and, to the extent denote "about average" levels of achieve-Stanine scores are derived by dividing Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 from one grade to another. This constant The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stamines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. 'The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%)."

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	<u>.                                    </u>	1	•
. 1973-74	1974.75	SCHOOL YEAR	· 
493	496	Au	
52.8	53.7	MEMBERSHIP Y	,
35.3	38.0	* BLACK	nıs
11.9	8.3	* HISPANIC  * WHITE AND  OTHER AND	STUDENT TRENDS
15.4	17.7	'W4 \	RENDS
93.0	89.9	TRANSIENCY ATTENDANCE RATE &	
1	1	ADMINICE &	
<b>19</b> .	26	AOMINISTRATORS INSTRUCTIONAL	
17	10	STAFFONAL PERSONIE	
21.0	33.7	WE!	· •
15.8	15.3	* BLACK	STAFF
63.2	54.0	* HISPANIC * WHITE AND OTHER	FTRENDS
21,7	26.9	11 8 111	DS
6.5	7.9	OR MIGHER AVG VE	
85	95	R HIGHER HIGHER AVG YEARS EXPERIENCE UTILIZATIO	
2 >	949	OPENTION	OR C
S.	ა	SER PUPIL  SER PUPIL  SER PUPIL  SER PUPIL  SER PUPIL	ORGANIZATION TRENDS
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		ACH	IEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1		0	ļ.		/
GRADE			2	Ø,	ار آن د				UI		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	-	1974-76	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					.		115	124	. 116	141	140	124
READING MEDIAN					e		2.7	3.0	3.9	3.7	5. O	4.9
MATH COMPUTATION							3.7	3.7	4.6	5.1	5.9	5.4
MATH CONCEPTS MEDIAN 2	,	N A		Z	٠	Z >	3.0	N.	4.0	N.	5.8	N A
NATIONAL NORM ·	1.8.	, 1.8 8.	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.0	6.8	6.8

611	5.A 001	100			115	99 . 95	99			102 95 115	95	102	•		PUPILS TESTED . 9	PÚPI
	-0.4 -0.3 +0.1	-0-4			3.1	-0.5 -0.2 -0.	-0.5			-0.4 -0.2 +0.4	-0.2	-0-4		or.	DIFFERENCE	DIFÉ
6	UI	•	ω	2	6	σı	4	ω	2	6	υī	<b>4</b> ,	ω.	2	Ţ.	GRADE
	STG	MATH CONCEPTS	HTAM			NOITA	MATH COMPUTATION	МАТН			4.	READING			CT ,	SUBJECT
					w	1974-75	REANS -	AINED !	AND ATT	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	N EX	FERENC	밁		,	

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION READING STANIARS

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ان <u>د</u> 1	20	14	27	13	14	63	<del>ن</del> س	o	0	
o	14	16	24	18	<b>₩</b> 3	3	12	်က္ခ	0	
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#### BY GRADE PERCENTAGE DISTRIBUTION CF-MATH CCMPUTATION STANINES LEVEL

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	· W	12	23	28	29	Ļ	. [	
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#### PERCENTAGE DISTRIBUTION PERCENTAGE DISTRIBUTION BY GRACE LEVEL

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7		,	ຫ <b>ຂ</b> ຂ		,	n e :	• · ·			
			NATE NORP	, Cr	UI	•	w	~	-	ĺ
1		1	4	10	26	2.1	ł	-	1	
		2	7	16	20	25	ł			
	o	u	12	14	26	S S	ł	1,	-	
1	STANIAE	4	17	16	12	Z,	ł	. [	•	
	INE	5	20	18	07	9	i	;	•	5
		6	17	16	90	40	÷	1	ŀ	
		7	12	.06	2	03	Í	ł		

# At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. unit enables scores to be organized in a clude very low scores and, to the extent grade is at about the middle of stanine progressively lower, and the three highe ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to use essentially the same metric, or unit, middle three stanines - 4, 5, and 6 from one grade to another. This constant Stanine scores are converted scores that The lower three stanines denote The

> expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines answering almost all questions correctly. test; that is, in about the score range of skill. Pupils scoring in stanine one that the test scores are valid, indicate indicate near perfect performance; that is, ing the questions. Stanine nine scores

ative populations, and that the more expercent of the pupils tested in the norm shown to the right of the term "NATL NORM norm group scoring in each stanine is GRP" shown above. Note that stanines four, five, and six include the middle 54 The percentage of pupils in the nationa

> smaller percentages. The percentage of cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular statreme stanines contain progressively three (4% + 7% + 12% = 23%) tive group scored at or below stanine For example, 23 percent of the norma-

at the higher stanines. grade. No matter what the school geneity of achievement levels at that may develop a notion about the heteroat each grade level for the school, one By inspecting the stanine distribution achievement average, most schools will have some pupils at the lower and some

	<u>-</u> -→	`	
1973-74	1974-75	SCHOOL YEAR	
969	406	Av	
73.1	74.3	MEMBERSHILY	
73.1 -25.6	24.9	* BLACK	STUI
1.3	0.8	* HISPANIC  * WHITE AND	STUDENT TRENDS
30-2	24.5	TRI	RENDS
8 • 06	90.4	ANSIENCY ATTENO	
2	. 2	ATTENDANCE RATE &	
<b>\$</b> 8	45	ADMINISTRATORS INSTRUCTIONAL	
35	28	STAFFONAL	
37.5		PERSONNEL	
27.1	26.7	* BLACK	STAFF
35-4	33.3	* hu	F TRENDS
30.8		THE AND	SQL
9.0		00 00 14	
99	100	A VIGHER FLA PEACHING EXPERIENCE	
Z >	270	UTILIZANT OPERATION EXPLANT	OR
ZA	,	OPERATING EXPENSES CONTRACTED EXPENSES CONTRACTED EXPENSES	GANIZATI
		SONTA ACTEO EXPENSES PER PUPIL	NONAL

•	,	<b>A</b> CF	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE EC	UIVALĖNT	SCORES 1					
GRADE	,		2		w	•	4		5		6	
SCHDDL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	211	234*	223	253*	228	229*	7					\
READING MEDIAN	1.4	1.9*	1.6	2.10	2.1	2.8*			\			
MATH COMPUTATION	1.4	2.2*	2.2* 2.2	2.5*	3.3	3.6*						
MATH CONCEPTS MEDIAN 2	1.4	NA	1.9	2>	2.4	Z A		NA		NA .	•	N.
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	8.3	6.8
										-		

		밁	FERENC	E NEX	PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	IEANS -	1974-75	ü					
SUBJECT	,	<b>3</b>	READING	"			HTAM	MATH COMPUTATION	MOITA			HTAM	MATH CONCEPTS	PTS	~
0000											•				,
GRADE	2 .	ω	4	ຫ	6	2	ω	4	ζī	σ	2	з	4	5	6
											£ 0-	2			
DIFFERENCE	-0.60.3	<b>-0.</b> 3				-0-4	-0.4 +0.0				-6-7	-0-0			
BUBILS TESTED 4	178	178 192				176	176 187				176	189			

^{1.} In 1973-74 one-half the schools were administered the "Ord" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PRACENTAGE DISTRIBUTION OF REACING STANINES

CF MATH CEMPUTATION STANINES BY GRADE LEVEL

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		NORP	<b>~</b>	ហ	٠	·	2	-
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	2	7	•	:	ļ	18	19	24
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STANINE		17	ł	;	i	24	18	18
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	12	:	ł	ł	*	*0	10	1		STANINES	TION
٠	, 1	:	ł	1	. 8	0	*			Š	
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# At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. stanines progressively higher, levels of clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit five. The lower three stanines denote Stanine scores are converted scores that from one grade to another. This constant Grade-level performance at each The

> expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels that the test seores are valid, indicate answering almost all questions correctly. of skill. Pupils scoring in stanine one relatively strong skill deficits. Stanines ing the questions. Stanine nine scores test; that is , in about the score range Indicate near perfect performance; that is,

percent of the pupils tested in the normshown to the right of the term "NATL NORM GRP" shown above. Note that stanines norm group scoring in each stanine is ative populations, and that the more exfour, five, and six include the middle 54 The percentage of pupils in the national

> tive group scored at or below stanine For example, 23 percent of the normacents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular stasmaller percentages. The percentage of treme stanines contain progressively three (4% + 7% + 12% = 23%).

STANINE

at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one By inspecting the stanine distribution have some pupils at the lower and some may develop a notion about the hetero-

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1974-7	SCI	
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	MEMBERS OALL	
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1.1	* Wu. 🔪 📗	STUDENT TRENDS
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	OR DEGREE	
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	FER ENSES PUPIL	TIONAL
	1.1 16.8 98.7 2 54 30 31.4 16.6 52.0 32.7 8.2 77 993	OCH GERMANIC AND THER SERVEY AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THERE AND THE AND THERE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND THE AND T

		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1					
GRADE			2		3		4		យ		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
ממוססר זרמוי								13.55	31.0	222	228	*556
PUPILS TESTED		_					417	65,0	013	;	;	
DENDING MEDIAN							2.5	2.9*	3.5	4.4.	4.8	***
מבאסוועם שובטיאיי							·		,	2	٠ ٢	5.8*
MATH COMPUTATION		,					3.9	\$ · 0*	•	3.5		9.5
MATH CONCEPTS MEDIAN 2		NA		NA		N	3.2	N A	3.7	N A	4.2	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	<b>4</b> .8	4.8	8.2	5.8	6.8	6.8
				ı								

,		DIFI	FERENCE	N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED M	EANS -	1974-75	ü					
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GRADE	2	ω	•	ຫ	თ 	2	ω	4	ຫ	6	2	3	*	UT	σ.
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DIFFERENCE			-0.4 -0.4 -0.3	. 6	٠,			-0.5	-0.5 -0.4				70.0	0	:
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PUPILS TESTED .			163	201	163 201 203			103	103 201	603					

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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2. With Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the
  extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade
  equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus -\$\mathcal{B}\$ expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

#### PHACENTAGE BISTRIBUTION OF READING STANIAES BY SRADE LEVEL

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#### PERCENTAGE DISTRIBUTION CF MATH CONCEPTS STANINES BY GRADE LEVEL

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of denote "about average" levels of achieve progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nipe indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate neaf perfect performance; that is, answering elmost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from .0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PEKCENTAGE DISTRIBUTION CF READING STANINES BY GRADE LEVEL

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grade-level test into nine equal portions. another as shown in the charts above. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve Stanige scores are derived by dividing consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are converted scores that from one grade to another. This constant The

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1 .	; :		
 1973-74	1974-75	SCHOOL YEAR	
177	859	44	
2.1	1.5	MEMBERSHILY & D	,
0-58	87.1	* BLACK	UTS
85-0 12-9	11-4	& HISPANIC  & WHITE AND  OTHER AND	UDENT TI
16.5 95.5	15.9	TRA	TRENDS
95.5	94.2	ATTENO ATTENO	
سو	1	ATTENDANCE RATEX ADMINIC	
30	41	AOMINISTRATORS INSTRUCTIONAL	
28	17	STAFFONAL POT	· .
22 -0	14.6.	PERSONNEL &	
20.0	19.5	& BLACK	STÅFF
60.0 23.0	65.9	* HISPANIC  * WHITE AND	F TRENDS
23.0	24.3	M & W	DS
0		OR HIGHER FLA. T. VE	
110	1	A NGHER EXPERIENCE UTA PLANS	
Z >	3	OPENION	ORG
2		EXPENSES CONTRACTED EXPENSES PER PUPIL	TRENDS
,		ER PUSES PUPIL	SONAL
		331	

٠,		- 1 - 1 - 1	ACH	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE EC	UIVALENT	SCORES 1					
	GRADE				i -	ш				ហ		6	
	SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
			,		• 00	1.18	201*	101	158*	154	*66	121	116*
	PUPILS TESTED	89	26*	66	*06	118	101	1	100	,			
1	READING MEDIAN	1.7	1.9*	2.3	2.3 . 2.4*	3.3	2.8*	3.6	3.8*	5.2	5.5*	2.0	2.4
	MATH COMPUTATION	2.2	2.1*	2.9	3.0*	3.0* 3.8	3.3*	4.3	4.2*	5.6	5.8*	6.6	6.5*
	MATH CONCEPTS MEDIAN 2	2.0	NA .	2.8	N.	3.4	NA	4-2	N N	5.4	2	5.9	2
	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	57,80	5.8	6.8	6.8

		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED N	IEANS -	1974-75	S					
SUBJECT		20	READING			-	MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
		,		<u></u>	5	3	u	Δ	л	ຄ	2	ω	4	បា	<b>6</b>
GRADE	٢	,	Ŀ	ľ	·						,			5	5
DIFFERENCE	+0.0	+0.2	-0-2	+0.0	+0.0 +0.2 -0.2 +0.0 +0.1 -0.2 -0.3 -0.3 -0.1 -0.	J. 2	<b>1</b> 0.3	-0 <del>-</del> 3	<u>:</u>	0.1	- 0	0	10. E	1001	9.0
DI IOI O TESTED .	28	97	79	125	28 97 79 125 106	- 1	97	28 97 79 125 10	125	106	28	97	79	79 124	106
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974.75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES

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	w	12	100	· 20	18	22	19	Ξ	
STANERE	*	1,7	24	22	25	27	9	17	
7. 7. 10	5	20	28	20	16	19	16	17	
	6	17	14	15	06	17	12	, 11	
	7	12	6.4	96	04	03	05	12	
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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0	0,4	ú	r		10	94	9	12	26	27	•
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0	10	-		<u> </u>	22	»C3	16	98	20	13	
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANJINES BY GRADE LEVEL

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7 12	09 16 09 10 7 12	07 25	12 07	03
	10	25	07	ĺ
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<b>–</b>				
7	17 34	28	23	12
20	18 25 20	19	24	21
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. 12	. 12 06	06	1.	8
	0 00	<b>2</b> 3	10	۶
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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. stanines progressively higher, levels of clude very low scores and, to the extent achievement. Stanines one and two ingrade is at about the middle of stanine, Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to progressively lower, and the three higher five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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1973-74	1974-75	SCHOOL YEAR	
1 1	752	41	
714 100.0	100.0	MEMBERSHIP & BI	
0.0	0.0	LACK .	STU
0.0	0.0	* HISPANIC	STUDENT TRENDS
16-0	14	WHITE AND	RENDS
93.7	90.6	TRANSIENCY RATE &	
-	-	ATTENDANCE ADMIN	
32	35	AOMINISTRATORS INSTRUCTIONAL STAFF	
27	20	STAFFONAL	
43.7	51.4	PERSONNEL	
6.3	9.6	* BLACK	STAFF
50.0	40.0	* HISPANIC  * WHITE AND	F TRENDS
14.3	16-6	16A 10	DS
7.5	7.7	MA OEGREE PANGHER FLANGE	
97	118	A VO YEARS EX PERIENCE  OTTO PLANT	
Z >	701	OPERITION	ORG
N A	189	EXPENSES CONTRACTO	TRENDS
		CONTRACTED  EXPENSES  PER PUBLIS	SIONAL
		333 ,	

, , ,		ACH	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	GRADE EC	UIVALENT	SCORES 1					
GRADE			N		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-76 1973-74	1973-74	1974-75 1973-74		1974-75	1973-74	1974-75	1973-74 -4974-75		1973-74
PUPILS TESTED	96	*101	102	*111	89	97*	96	82*	83	46*	85	100*
READING MEDIAN	1.7	1.7*	1.8	2-2*	2-2* 2-8	2.8*	2.7	2.9*	4.2	3.1*	**	5.6*
MATH COMPUTATION	2.2	1.9*	1.9* \2.3	2.7*	2.7* 3.9	3.7*	3.9	4. Ia	5.2	4.7*	5.6	6.8*
MATH CONCEPTS MEDIAN 2	2.0	NA	2.1	AN	3.1	NA	4.0	NA	4.5	2 >	4.2	2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

		DIF	FERENC	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED M	EANS -	1974-75						
SUBJECT		_	READING				MATH	MATH COMPUTATION	ATION	•		MATH	MATH CONCEPTS	PTS	•
GRADE	2	ω	•	.61	6	2	3	4	<b>с</b> п	. 6	2	3	•	55	6
DIFFERENCE	<b>~0.3</b>	÷0•0	-0-1	+0.2	-0.7	+0.3 +0.0 -0.1 +0.2 -0.7 -0.4 +0.4 -0.2 +0.3 +0.	+0-4	-0-2	÷0.3	+0.0	0 -0.4 +0.0 +0.1 +0.2 -0.2	+0.0	+0-1	+0.2	20.2
PUPILS TESTED 4	93	85	93	74	79	93 85 93 74 79 91 85 93 74	85	93	74	79	92	85 93	93	7,	79

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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		WATE SRP	o.	J	4	w	2	-	
	m.*	*	19	1	0,7	C7	07	0	
	2	7	18	16	0	23	<u>س</u> ت	8	
	w	12	31	25	22	25	99	1	•
STANINE	4	17	16	29	24	26	12	29	
	s	25	15	90	0	-	C7	<b>7</b> 2 7	
	6	17	01	25	03	63	O	16	
	7	12	0	05	0	0	0	6.3	
	66	7	0	Cl	0	0	0	0	
	9	4	0	ro.	0	0	0	03	
		,							

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEYEL

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		NATL NCRM GRP	6	5	•	w	2	-
	,	4	99	50	03	0	03	٥
	Ν.	7	13	11	21	. 10	15	90
	٤,	12	81	14	23	24	26	20
STANINE	•	17	25	26	23	9	23.	=
¥.	ري د	20	13	19	16	25	16	19
	6	17	12	16	90	1	10	20
	7	12	06	90	5	1.3	5	24
	œ	7	40	0	03	Ö	0	CZ
	۰	4	01	0	2	0	2	8
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### PERCENTAGE DISTRIBUTION CF MATH CONCEPTS STANINES BY GRADE LEVEL

3		NATE NORM GRP		r	ו ט ח	> 70 G	7	
		727	ው	S	4	w	8	-
	1	4	60	80	03	C3	01.	\$0
	2	7	35	9	22	14	28	٥
	u .	12	20	25	15	30	22	9
STANINE	4	17	20	34	28	32	28	17
I NE	vs	, 20	80	14	23	11	10	19
1	۰	17	90	07	90	08	07	25
ŀ	7	12	01	10	0	0	03	13
ľ	<b>o</b>	7	0	10	2	۰ ۰	2	97
	9	•		0	0	0	0	\$
		<u> </u>			3	34	l	

# * 0 — At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of grade-level test into nine equal portions. achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that clude very low scores and, to the extent ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -The lower three stanines denote The

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_1			
1973-74	1974-75	SCHOOL YEAR	
271	260	ALL	
$\neg$	52.3	AVERAGE DAILY MEMBERSHIP	
48.6 50.3	3 46.2	* BLACK	SI
3 1.1	2 1.5	* HISPANIC	STUDENT TRENDS
	5 26.0	% WHITE AND	TRENDS
26.6 91.8	91.9	TRANSIENCY RATE &	, .,
8	9	ATTENDANCE RATE &	
1	1 2	ADMINISTRATORS	_
12	23	STAFFONAL	
14 33.3	8 34	PERCHED	
•	34.7 1	* 8/.	
8.3	13.0	8 4150	STAFF
58.4		WHITE	STAFF TRENDS
21.4	23.5	AI A SWITH	Š
7-4	6.4	OR HIGHER  FLA THE WARS  EXPERIENCE  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VERNER  TO A VE	
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N N	622	SPERATING SER PUSES CONTRACTOR	GANIZATIONAL TRENOS
		CONTRACTED PER PUBLIS	SIONAL

		ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	UIVALENT	SCORES 1	,				
GRADE	-		2		<b>(4</b> )		4		51		6	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	^			,			212	228*				
READING MEDIAN					,		2.7	3.0*	1			
MATH COMPUTATION	•	٠	i		•		3.5	4.0*				
MATH CONCEPTS MEDIAN 2		2	:	N.		NA	3.0	Z >		2 >		2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

			DIF	FERENC	E IN EX	PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	IEANS -	1974-75	ü					
	SUBJECT	•		READING				HTAM	MATH COMPUTATION	NOITA			MATH	MATH CONCEPTS	PTS	
												,			,	,
	GRADE	N	ω	•	σı	6	2	ω	4	,5	6	2	ω	•	5	6
•				5					-0.9			`		-0.7		
•	DIFFERENCE			2.0			•		-0.5				1	1	L	
	PUPILS TESTED 4	·	•	174					172					173		
															\	

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The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

		NOR ROR		•	r: C 1	> X (	0	
		NATL NORW	6	5	4	w	~	-
	-	4	1	ŀ	23	:	i	T
	~	7"	1	ł	25	1	į	ŀ
	w	12	:	ł	25	ł	i	:
STANINE	*	17	1	ł	, 13	ł	ŀ	-1
Z	5	20	:	;	10	ŧ	ļ	:
	0	17	1	i	0	1	ł	:
	7	12	ł	ł	10	ł	ł	1
	68	7	!	ţ	CI	ł	ł	-
	۰ م	4	i	ŀ	*	ł	ł	1
			_				<u> </u>	

PERCENTAGE DISTABBUTION
OF MATH COMPUTATION STANINGS
BY GRADE LEVEL

									,
	1		1	i	28	1	ŀ	•	
	2	7	1	ł	21	i	ł	1	
	w	12	1	1	21	;	;	-	
STANINE	4	17	ľ	ł	14	1	ļ	1	
! NE	ر.	20	ì	1	12	1	ł	:	
	٥	17	;	ì	C3	;	;	-	
	7	12	1	ł	13	:	ł	1	
	66	7	ŀ	, {	0	•	1.	1	
	و	•	1	1.	0	1	.:	:	

GR P T

PERCENTAGE DISTRIBUTION CF. MATH CONCEPTS STANINES BY GRADE LEVEL

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		8	7	ŀ	, <b>1</b>	0	1	1.	ŀ	
		۰		1	1.	0	1	.:	1	
			o z z		,	n 🗆 :	<b>&gt;</b> 70 €			
			NATL .	6	<b>5</b> 1	4	w	2	-	
-		-	*	;	-	25	ŀ	1	I	
		2	7	1	1	26	1	İ		
		w	12	1	ŀ	24	ł	1	:	
	STANINE	4	17	!	. [	10	t	1	-	
	II NE	u, t	20	1	ľ	1	:	ł	-1	
		σ,	17	ŀ	ŀ	0	1	ł	;	
		7	12	1	ŀ	01	ł	ł	:	
			7	1	1	10	ł	1	1	

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★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

stanines progressively higher, levels of grade-level test into nine equal portions: clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine the range of skill encompassed by each consistent fashion from one, grade to ment. Grade-level performance at each denote "about average" levels of achieve-Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 from one grade to another. This constant

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75	SCHOOL TEAP	
1285	1187	1	
0.9	0.7	MEMBERSHILY	
89.0 10.1	1.68	* BLACK	STUDENT T
10-1	10-2	1 1/4/.	ENT TH
18-1	12.2	TRA	TRENDS
94.9	94.5	ATTENDANCE RATES	
2	2	ADMINICE ADMINICE	
51	57	ADMINISTRATORS INSTRUCTIONAL	
. 39	21	PERSONN	
21.6	21.0	WE,	
15-7	22.8	* BLACK  * HISPANIC	STAF
62.7		* WHITE AND	STAFF TRENDS
28.1	29.3	MA & WILL	S
10.1	9.2	OR DEGREE FLATO VE	
102	105	A VO YEARS EXPERIENCE UT! PLA	
۸×	828	OPENTION	ORGA
2	  -	PATING PER PUPIL CONTRACTOR	GANIZATIO TRENDS
		CONTRACTED PER PUBLIC	SCONAL
Ь			

		ACF	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1					
GRADE			2				_		. 5		6	
SCHOOL YEAR	1974-75	1973.74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	82	107*	137	121*	143	152*	157	203*	209	217*	231	\$231 <b>*</b>
READING MEDIAN	1.8	1-7*	1-7* /2-2	2_8*	3.1	3.1*	3.8	3.6*	4.9	4.9*	5•7	5.9*
MATH COMPUTATION	2.4	1.9# 3.4	3.4	3.4*	3.8	4.1*	5-0	5.1*	5.7	6-0*	6.7	6.9*
MATH CONCEPTS MEDIAN 2	3.0	2 >	3.1	N.	9.€	NA	4-2	2	5.6	Z >	6.8	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	51.08	5.8	6.8	6.3
	ļ								`			

		밁	FERENC	E Z	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	EANS -	1974-75	3				-	
SUBJECT			READING				MATH	MATH COMPUTATION	ATION	,		HATH	MATH CONCEPTS	PTS	
GRADE	2	3	٠	5	6	2	3	•	5	6	2	3	•	, co	6
DIFFERENCE	-0.3	-0.2	+0.0	+0.0	**O.3 **O.2 +O.0 +O.0 **O.1 +O.2 **O.1 +O.0 +O.2 +O	+0.2	1.0	<b>+0-0</b>	+0-2	<b>*</b> 0.0	+0-1 -0-2 -0-1 +0-0 +0-0	-0-2	1-0-	*0. 0	+0.0
PUPILS TESTED 4	92	011	92 110 136 182	182	205		109	93 109 135 180	180	204	93	109	135	93 109 135 180 204	204

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable:
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STAVINES BY GRADE LEVEL

		2 X T	. 6	Ui	4		~	-	
1,	-	4.	05-	90	66	64	07	C5	
	~	7	10	13	14	22	10	17	
	w	12	23	19	24	19	22	2	
7	•	17	25	24	25	18	28	14	
	<b>J</b> ı	20	18	19	2	18	16	10	
	o.	17	13	12	96	==	90	12	
	. 7	12	03	94	93	04	6.3	Ξ	
	80	7	0	0	0	2	01	7	
	9	*	01	*	2	0		0,0	
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STÄNINE

ÆΥ	CF	PEF
GRADE	OF MATH COM	CENTA
LEVEL	MATH COMPUTATION STAN	GE DISTRI
	ON STANINES	BULLON
	ï	

10	18	09	10	10	9	
25	17	21	21	14	8	
24	23	27	16	10	08_ 21 23	
18	12	15	15	14	23	
11	14	90	14	15	12	
93	40	65	<b>C7</b>	13	=	
04	07	0	0.5	11	Ξ	
	,	r O 1	<b>&gt;</b> 70 (			
•	Un		Laj	N	<b>–</b> 1	
0	0	0	0	0	0	

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### PERCENTAGE DISTRIBUTION CF MATH CCNCEPTS STANINES BY GRADE LEVEL

			NATL NORP GRP		•	, O 1	<b>~</b> 70 ¢	,	
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		-	*	01	80	<b>C3</b>	03	03	Cl
		2	À , ~<	8	11	69	07	07	03
Ì		w	Į2	12	12	17	20	=	0
	STANINE	•	17	22	18	24	18	14	07
	INE	្រ	20	21	18	22	18	18	9
I		6	. 17	22	15	19	16	24	21
		~	12	05	60	0	10	7	%  }
		<b>09</b>	~ .	G,	05	0	05	90	24
		۰		8	•		03	<b>'0</b>	9
•			,	-		33	38		

# * 0 - At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanihe scores are converted scores that The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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,

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75	SCHOOL YEAR	
484	458	Au	
0.6	1.1	MEMBERSHIP Y	
14.6	17.3	* BLACK	STUI
8.48	.81.6	% HISPANIC % WHITE AND	STUDENT TI
15.6	14.4	784	TRENDS
94.9	94.3	ANSIENCY ATTENO	
_	1	ATTENDANCE PATE &	
21	26	ADMINISTRATORS INSTRUCTIONAL	
16	و	STAFFONAL PERSONS	
23.8	19.2	PERSONNEL &	
9.5	19.2 11.5	* BLACK	STAFF
66.7	69.3	% WILL	F TRENDS
37.5		THEAND	DS
7.5	9.6	OR MIGHER FLAS VE	
72	83	FLA TEARS EXPERIENCE UT! PLA	
2	1007	1 (1) "11/1-	OR OR
A.	_	OFERATINO PER PINES CONTRACTEO EXPENSES CONTRACTEO PER PUSES	ORGANIZATION TRENDS
	-	CONTRACTED EXPENSES PER PUPIL	SONAL
Щ			<u> </u>

		ACH	IEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE	1		2		ü		4		5		6	
SCHOOL YEAR	1974-75	1973-74 1974-75 1973-74	1974-75		1974-75 . 1973-74		1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	45	53*	51	66*	62	70*	66	**	75	75#	74	76*
READING MEDIAN	1.9	2.2*	3.8	3.4*	4.4	4.7*	5.2	5.7*	6.8	6.8*	7.9	8.1*
MATH COMPUTATION	2.6	2.9*	2.9* 3.5	3.0*	3.0* 4.5	*2.4	5.7	6.0*	6.9	6.8*	8.5	7.6*
MATH CONCEPTS MEDIAN 2	2.7	Z Þ	3.7	NA	5.4	NA	5.6	NA	7.5	NA A	7.9	× ×
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	8.8	6.8	6.8
						7						

		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	EANS -	1974-75	3					
SUBJECT			READING				HTAM	MATH COMPUTATION	ATION			HTAM.	MATH CONCEPTS	PTS	
GRADE	2	ω	4	57	თ	2	з	4	57	თ	2	ω	•	5	6
DIFFERENCE	+0.2	+0.2	-0.3	-0.3	+0.2 +0.2 -0.3 -0.3 -0.1 -0.2 +0.2 +0.1 -0.7 +0.	<b>J</b> 0.2	+0.2	+0.1	-0.7	•	=0.2 +0.6 +0.3 =0.4 +0.4	+0.6	+0.3	•0.4	÷0.4
PUPILS TESTED 4	40	50	58	65	40 50 58 65 63 40 50 58 64	5	50	85	64	63	40	40 50 58 64	58	64	63

in 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) to computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

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^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

μ The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

		NAT GRP		0	n O 3	> æ 6	,	
		NATL NGRP GRP	6	Ş	4	w ,	2	-
	-	*	0	c	10	0	0	c
	2	7	ο.	0	3	<b>0</b> 5	0	04
ŀ	, w	12	09	٥	=	04	.80	07
STANINE	<b>,</b>	17	10	=	18	22	Ξ	09
NI NE	ر د	20	25	18	2 C	. 10	c ₃	31
	6	17	17	20	<u>~</u>	26	13	13
	7	12	18 0	17	97	5	21	I.
	8	7	12	90	00	<b>C</b> 5	13	63
	ç	<b>.</b>	90	13	10	10	15	ı.
<u> </u>			L					

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANIMES BY GRADE LEVEL

		GRAT		r	10 1	> 70 0	ה		
		NATE NGRH GRP	۰	v	•	w	2	-	
	-	4	10	40	•	10	0	0	
	2	7	10	\$	0	2	0	0	
	w ·	12	10	07	80	14	90	۰	
STANINE	4	17	9	13	20	16	9	20	
1 NE	ر.	20	16	13	20	19	17	16	
	٠,	17	26	14	17	27	26	50	
	7	12	17	25	17	05	17	29	
	æ	, ,	14	. 10	14	83	13	C7	
	۰		14	10	04	07	9	22	

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE: LEVEL

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		NATE NORF		n	n 0 1	<b>-</b> ≫ຶດ	<b>5</b>	
		Par	0	US.	•	w	N	-
	1	*	10	10	01	10	c	c
l	2	7	0	2	10	2	80	0
	u	12	03	10	80	05	9	07
STANINE	4	17	16	7	80	12.	90	3
NE.	5	20	21	14	17	=	13	=
	۰.	17	12	19	28	19	15	18
	7	12	19	1	15	19	21	20
	80	7	13	12	13	16	\$	22
	9	*	16	10	07	:	25	=

### ţ At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent stanines progressively higher, levels of achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each another as shown in the charts above. consistent fashion from one, grade to ment. Grade-level performance at each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant The lower three stanines denote The

> answering almost all questions correctly. expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines that the test scores are valid, indicate indicate near perfect performance; that is, ing the questions. Stanine nine scores test; that is , in about the score range of skill. Pupils scoring in stanine one

ative populations, and that the more exshown to the right of the term "NATL NORM percent of the pupils tested in the norm-GRP" shown above. Note that stanines norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the national

> smaller percentáges. The percentage of cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular statreme stanines contain progressively three (4% + 7% + 12% = 23%)tive group scored at or below stanine For example, 23 percent of the norma-

at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one have some pupils at the lower and some may develop a notion about the hetero-By inspecting the statine distribution

. 1973-74	1974-75		
7	76	SCHOOL YEAR	
796	928	112	
1-3	2.2	MEMBERSHILY	
83.4	82.6	* BLACK	ဟု
*		* HISPANIC	UDEN
15.3	15.2	WHITE	STUDENT TRENDS
13.0	18.4	TRA	NDS
13.0 94.4	92.1	~~~~ I	
		ATTENDANCE AATE &	·
	2	ADMINISTRATORS	_^_
28	38	INSTRUCTIONAL STAFF	
22	9	PERSON	
25.0	23 •6	NE,	
10-7	21.3	* BLACK	STAFF
64.3	55.4	* HISPANIC	FF TR
.3 22.9	4 21.0	* WHITE AND	TRENDS
<b>! • 9</b>	0	MA & WITH	
7.9	7.1	TARER ARE	
114	_ 121	THEOREE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON OF THE PARSON O	
NA	759	OPENTION	OR
2 >	-	SPERATING EXPENSES GONTR	ORGANIZATION TRENDS
	I	CONTRACTED SERVICES	ATIONAL

<b>*</b>		ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE	-	-	N.		23	1	4		on on		6	\
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
PUPILS TESTED	78.	· 82#	95	95*	zò1	102*	92	118*	129	132*	153	151*
READING MEDIAN	1.5	1.7*	3.0	3.0*	3.2	3.5*	3.9	3-6*	4.9	5.0*	5.8	5.9*
MATH COMPUTATION MEDIAN	1.8	1.8*	3.8	4.0*	3.7	4.2*	5.5	5.7*	6.0	6.3*	7.5	7.4*
MATH CONCEPTS MEDIAN 2	1.9	۸N	2.8	N.	3_5	NA	5.2	N >	5.4	2 >	7.5	2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.38	6.8

		무	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED M	EANS -	1974-78	3					
SUBJECT	,		READING				HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS &	
GRADE	2	ω	•	ຫ່	6	2	3	•	ຫ	6	2	3	4	5	თ
DIFFERENCE	+0.6	<b>-</b> 0.3	-0.5	0.0	+0.6 -0.3 -0.5 +0.0 -0.1 +0.6 -0.7 +0.4 -0.4 +0.	+0.6	-0-7	+0.4	-0	+0.1	+0.0 =0.7 +0.2 =0.5 +0.1	-0-7	+0-2	-0.8	1.0
PUPILS TESTED 4	69	85	70	104	69 85 70 104 130 69 81 70 104	69	18	70	. 104	130	69	8.	. 70	70 104	130

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PERCENTAGE DISTRIBUTION OF READING STANIVES

		37	15	5	22	21	20	=	2	2
	~	C3	40	07	17	21	19	80	1	
ים עק י	<b>.</b>	03	19	22	23	14	12	0	03	
פנרוי	4	60	17	19	20	18	1.	0	<b>C1</b>	
п	<b>J</b> .	6	10	27	21	<u>.</u>	60	<b>3</b> 5	2	
		06	12	18	25	21	13	04	13	
SAP CRP	- R-	4	,	12	17	20	17	12	7	
		1	2	u l		ۍ	٥	, <b>7</b>		
		1	•	ĺ	STANINE	I NE				

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANLMES BY GRADE LEVEL

		GR NA		r	r 🖰 3	× 20 0	ר	
		NATL NORM GRP	•	5	•	w •	2	-
	-		0.1	01	10	0	10	\$
	2	, 7	0	0	05	14	90	=
	w	12	0.5	15	7	7	07	15
STANINE		17	21	16	15	22	0.0	16
NE I	5	20	24	21	22	21	03	1
	0	17	23	14	<b>.</b> 13	21	7	12
	7	12	14	7	13	0	19	, 5
	<b>⇔</b>	7	<b>C7</b>	C5	69	13	17	8
	9	4	0.	05	0.3	01	25	60

### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

			GRAT		n	r 🔾 🕽	× 70 C	2	
			NATE NORY GRP	σ	UI	4	w	2	-
ĺ		-	*	10	6.	03	10	0	6
		2	7	07	7	90	7	C 5	80
		u l	į2	07	21	12	21	17	10
	STANINE	٠,	17	20	15	21	19	15	24
	3N.I	5	. 20	16	18	19	20	28	24
		•	17	27	=	25	_	1	21
,		7	12	11	05	90	0	=	10
			7	90	9	9	ç	6	90
		10		05	05	•	° 03	۰	0

342

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of denote "about average" levels of achievegrade-level test into nine equal portions. consistent fashion from one, grade to unit enables scores to be organized in a clude very low scores and, to the extent grade is at about the middle of stanine middle three stanines - 4, 5, and 6 another as shown in the charts above. from one grade to another. This constant use essentially the same metric, or unit, progressively lower, and the three higher ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing Stanine scores are converted scores that The lower three stanines denote The

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the nformative group scored at or below stanine three (4% + 7% + 12% = 23%).

	<u> </u>		
1973-74	1974-75	SC	*,
634	564	AL	
46.5	47.9	MEMBERSHILY	
42.8 10.7 17.5	41.4	* BLACK	STUE
10.7	10.7	* WHITE AND	STUDENT TRENDS
17.5	25.0	TRA	RENDS
92.0	89.8	ATTENDANCE RATE &	
1		ADMINICE STORY	
27	29	ADMINISTRATORS INSTRUCTIONAL STAFF	
26	21	PERSONER	,
22.2	24.1	· WE.	
14.8	17.2	* BLAGK	STAFF TI
63.0	_	* HISPANIC  WHITE AND OTHER	FTRENDS
25.0		A S	DS
7.7	9.2	OR GREE GHER FLATTE	
71	84	GREGATER VEARS EXPERIENCE	
Z A	940	15ATA	ORG
N A	176	PUSES	TRENDS
		OPIL	NAC,

NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE ,		
	2	` .			-	•		
1.8	24				1974-75			
1,8	NA				1973-74		AC	
2.8					1974-75	N	HEVEMENT	
2.8	NA -				1973-74	10	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	
3.8		-			1974-75	3	GRADE EC	
3.8	NA	,			1973-74		บบในปริกา	
4.8	. 3.2	3.9	2.7	141	1974-75	. 4	SCORES 1	
4.8	NA ,	4.0*	3.4*	163*	1973-74			
5.8	4.0	4.6	3.7	149	1	5		
5.8	NA	5.3*	4.1*	177*	1973.7≰	8		
6.8	5.0	5.4	4.8	144	1973-74 £974-75 1973-74	6		
6.8	N A	5.8*	4.9*	*102	1973-74		2	

	-	<u>D</u>	FFERENC	E IN EX	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3 .	AINED N	MEANS -	1974-75	ω,					
SUBJECT			READING	6			MATH	MATH COMPUTATION	ATION			МАТН	MATH CONCEPTS	PTS	
GRADE	2	ω	4	υ ₁	6	2	ω	14	51	6	2	္ပ	4	ហ	<b>б</b>
DIFFERENCE			-0.3	-0.4	-0.3 -0.4 -0.4			-0-4	-0.4, +0.0 -0.	4.0			-0.6 -0.2	-0.2	-0.5
PUPILS TESTED 4			119	131	119 131 127	•		119	119 -131	125			119	119 129 125	125

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRACE LEVEL

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3	2	1	!	ł	`:	:		i	•	:	
> 70 6	w	I.	:	•	, į		:	;	ŧ		
	4	21	25	21	7	9	36	10	0	0	
,	5	15	22	28	17	15	0	10	<u>C</u>	0	
-	0	12	23	27	18	13	0	04	1.0	0	
GRA NURY NATE	ء کی ت	4	7	.12	17	2c	17	12	7	4	
		1	2	w	4	<b>ن</b> ة .	6	Ĺ	8	9	Ţ,
			r		STANINE	IŅE				,	

25 30 11 05 04 01 27 27 14 07 05 04 30 23 13 07 04 C3		ċ	-	d	H .	STANINE	ب	,	,	,
25 30 11 05 04 01 27 27 14 07 05 04 30 23 13 07 04 C3	٥	20	7	^	л			,	-	
25 30 11 05 04 01 27 27 14 07 05 04 30 23 13 07 04 C3	*	, 1	2Ţ	17	20	17	12	7	, ,	RPAT
25 30 11 05 04 01 27 27 14 07 05 04	o.	<b>C3</b>	04	07	13	°23	30	13	05	6
25 30 11 05 04 01	0	40	05	07	14	27	27	13	03	Ų,
	0	10	•	9	Ħ	30	25	18	90	4
	ŧ	j	`	:	•	1	:	•	1	w
:	ł	:	4	' :	ŀ	:	:	:	;	~
	:	:	:	:	:	;	:	;	:	-

12 17 20 17	17 20
22 09 06	9
22 13 03	13
14 11 08	11
:	:
:	:

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★ 0 — At least one pubil but less than 0.5% scoring in this stanine

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ı	_ 1	•	
1973-74	974-75	SCHOOL YEAR	
417	396	Ave	
417 25.1	24.7	MEMBERSHILY	
54.1	54.8	* BLACK	STU
20.8	20.5	% HISPANIC % WHITE AND	STUDENT TRENDS
54.1 20.8 19.9 93.4	25.9	TRA	RENDS
93.4	92.5	ATTENOANCE RATE &	
2	2	ADMINITE &	
22	28	AOMINISTRATORS INSTRUCTIONAL	
13	12	STAFF ONAL PERSONI	
13 27.3 9.1		PERSONNEL % R.	
9.1	17.8	* BLACK	STAF
63.6	17.8 17.8 64.4 20.6	* HISPANIC  * WHITE AND	STAFF TRENDS
30.8	20.6	L ~	S
8.9	8.1	GHEE	
84	86	FLA TEACHING  EXPERIENCE  UTI PLA	
2 >	1224	T 0' 'N' '''. \	ORGAN
N A	77	EXPENSES CONTRACTED EXPENSES PERPLOSES	TRENDS
	-	A PUPES ED	SIONAL

		ACH	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE			2		3		4		5		6	
SCHOOL YEAR	.1974-75	1973-74	1974-75	1973-74	1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
					48	62	49	77	72	83	7.4	86
PUPILS LESTED	, 1											0
READING MEDIAN					2.4	3.2	4.5	ري 8	5.4	3.0	٠	
MATH COMPUTATION					٤• 53	4.6	5.6	5.2	5.7	7.5	8.5	8.3
MATH CONCEPTS MEDIAN 2		N.		N A	3.2	Z Þ	5.8	N A	5.2	NA	7.7	2
NATIONAL NORM	1.8	1.8	2.8	2.8	3,8	3.8	۵	4.8	5.8	5,8	6.8	6.8
							4					

_	(	<del>/</del>	.1		
	PUPILS TESTED .	DIFFERENCE	GRADE	SUBJECT	0
	*		2	•	
	23	-0-1	ω	<b>3</b>	DIF
	39	-0.1 +0.2 +0.4 +0.3	4	READING	FERENCI
	52	+0.4	57		N EX
	23 39 52 65	ئ. نا	6		PECTED /
			2		DIFFERENCE IN EXPECTED AND ATTAINED MEANS 1974-75 3*
	23	-0.3 +0.1 -0.2 +0	ω	MATH COMPUTATION	AINED M
9	23 40 52	÷0.1	4	OMPUT	EANS
7	52	0.2	5	ATION	1974-75
	66	*0.4	6		3 4
			2		
	23	•0• 2	ω	MATH	,
	23 90	20 C TOOT TOOT	4	MATH CONCEPTS	
	3,6		5 5	PTS	
	á		6		

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

4	H	Ē
GRADE	MA TH	PERCENTAGE
LEVEL	CCMPUTATION	IGE DISTRIBUTION
	STANINES	TION

		NATE GRP		r	נ כט ת	> 72 0	ה	
-		고윤근	6	5	4	w	2	-
	μ,	٠,	0	10	03	0	-	;
	2	7	03	13	01	20	i	ŀ
	w	12	9	9	13	14	ŀ	ł
STANINE	4	17	=	15	18	45	1	;
NE NE	ъ	20	24	21	80	20	ŀ	;
	6	17	19	90	[*] 21	0		1
	. 7	12	17	14	16		ł	:
	8	7	63	69	0	0	ł	:
	9	4	08	04	10	0	ļ	;
<u>' .</u>		022			n (7) 1			لــــــــــــــــــــــــــــــــــــــ

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRACE LEVEL

		ด Z Z		,	n 😊 1	> 72 (	ה	
•	•	NAT L GRP	6	s	4	w	2	1
		4	c	11	0	ဂ	i	1
	2	7	07	13	80	16	;	ļ
	w	12	10	15	16	22	;	;
STAI	4	17	19	-17	13	18	;	;
STANINE	5	20	12	13	16	14	ŀ	1
	•	17	25	1,4	10	20	ł	1
	7	12	09	10	21	08	ł	:
		4	80	20	05	0	1	
	9		08	0,4	=	0	;	•
		į						

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# At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent progressively lower, and the three higher denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant use essentially the same metric, or unit, Starkine scores are converted scores that The lower three stanines denote ੈThe

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ative populations, and that the more exnorm group scoring in each stanine is percent of the pupils tested in the norm GRP" shown above. Note that stanines shown to the right of the term "NATL NORM four, five, and six include the middle 54 The percentage of pupils in the nationa

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at each grade level for the school, one at the higher stanines geneity of achievement levels at that may develop a notion about the heterohave some pupils at the lower and some achievement average, most schools will grade. No matter what the school By inspecting the stanine distribution

1072.74	1974-75	\		
7,	-75		SCHOOL YEAR	-
408	384		1 .	
62.8	63.0		MEMBERSHIP Y	
33.5	27.7		* BLACK	SI
		-	* HISPANIC	STUDENT TRENDS
-7	9.3	ト	* WHITE AND	TRE
2.9	34.8		794	SdN
3.7 22.9 91.0	91.4		ן <u>יי</u> עליי	
,	_		ADMINI	
-25	24		ADMINISTRATORS INSTRUCTIONAL	
		1	STAFFONAL	
9	ه ا	✝	PERSONNEL	
0.87	33.0	<u>.</u>	* BLACK	
0.00	29.1	3	* HI	STAF
28.0	_	, 6.5	* HISPANIC	STAFF TRENDS
23.0		┱	% WHITE AND	Sah
	$\top$	✝	MA WITH OR HIGHER FAVO	
_	1.	2	A VIGARE FLATE PEACHING EXPERIENCE	
_	3 :	7	~ "\"\"\"\	
×		973	OPERATING EXPENSES COUPLES	ORG
×		**	CONFINI	TRENDS
	. –		EXPENSES PER PUPIL	SCIONAL
<u> </u>		_		<u>.                                    </u>

-		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1					
GRADE .	_		. 2		ü		4		5		6	
S. C. C. C. C. C. C. C. C. C. C. C. C. C.	1074.75	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	. 1974-75	1973-74
SCHOOL YEAR	_	<b>-</b>										
PUPILS TESTED	46	87	51	25	52	106						
READING MEDIAN	1.4	1.2	1.6	1.8	. 2.3	2.7	. •					
MATH COMPUTATION	2.1	1.9	2.0	2.5	4.5	4.1		•				
MEDIAN										-		:
MATH CONCEPTS MEDIAN 2	2.2	2 >	2.0	Z >	5+6	NA		N N		Z >		2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	<u>အ</u>	4.8	4.8	5.8	5.00	6.8	6.8

-		무	FERENC	E IN E	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED &	MEANS -	1974-75	ن ا	-			3	
SUBJECT		<b>3</b>	READING				MATH	MATH COMPUTATION	NOITA		*	MATH	MATH CONCEPTS	PTS	
	2	ω	4	5	6	2	ω	4	5	6	2	ω	•	Çī	
0.000											100	. 7			
DIFFERENCE	-0-3	-0.3 +0.0				9.	+0.6				- C - ~	71			
PUPILS TESTED 4	35	35 42				35	35 42				35	<b>4</b> 2			

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PERCENTAGE DISTRIBUTION CF READING STANINES
BY GRADE LEVEL

	GRAT.			י ס ח	> 70 0	,	
	NORM GRP	6	J.	4	w	. ~	-
н	4	:	í	ŀ	17	18	80
~	7	.	1	ŀ	42	47	17
Si .	12	°L	ļ	;	22	11	£4
<b>'</b> *	17	1	;	1	80	12	22
5	26	ł	i	!	07	07	8
6	17	•	. !	ł	0.3	0	0
7	12	1	ł	ł	01	0	٥
8	7	ŀ	ł	ł	.0	Cl	12
. 9	4	i,	ł	ł	0	0	0

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/ GRADE LEVEL	MATH COMPUTATION STANINES	AGE DISTRÍBUT
	VINES	

	-	4	ŀ	1	ĺ	07	15	0.5
	2	7	ł	i	1	12	23	10
	w	12	:	ļ	ŀ	12	24	12
STANINE	•	, <u>, , , , , , , , , , , , , , , , , , </u>	, 1	!	ŀ	16	18	17
NE.	s	20	;	ŀ	ì	90	11	23
	6	17	;	ŀ	ļ	10	80	19
	7	12	1	ļ	ł	12	01	07
	8	7	1	1	ł	1	0	12
	9	*	ł	•	,1	12	o ·	90
		G N N		,	m ()	<b>&gt;</b> 70 G	ה	

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### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

								_
		NAT L GRP		-	n O 1	<b>&gt;</b> 70 G	י	
		PRZ	σ	5	4	w	8	-
	1	٠	i	ł	1.	0.3	22	63
	2	7	ł	ł	1	14	31	90
	E.	,12	1	ŧ	;	20	27	9
STANINE	4	17	1	ľ		80	13	24
3N1	5	20	1	•	i	80	07	13
•	6	17	į	1	i	2	0	22 . 20
	7	12	ł	ł	ŧ	80	0	2
	09	7	ł	1	ł	0	0	
	9	•	ł	ł	I,	37	0	<b>-</b>
<u> </u>				34	8			

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of denote "about average" levels of achieve grade-level test into nine equal portions. clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each the range of skill encompassed by each another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing The

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1973-74	1974-75	SCHOOL YEAR	
. 997	1127	1112	
7 43.0	7 44.5	AVERAGE DAILY MEMBERSHIP	
-	5 52.6	* BLACK	
52.6		* HISPAN	STUDENT TRENDS
:	2.9	* WHITE AND	T TRE
16.7 92.2	14.6	TRA	NDS
92.2	90.4	ATTENDANCE RATE &	
2	2	ADMINI ADMINI	
39	*6	ADMINISTRATORS	
26		STAFFONAL	,   
6 28.2	+	PERSONNEL	
2 18-3	+ -	BLACK	S
$\vdash$	+	* HISPA	STAFF TRENDS
53.8	45.7	OTITE	RENDS
28.9	23.9	トール・ルング	!
2.8	7.0	OR NIGHER PLANGHER EXILATION	
100	115	A VO YEARS EXPERIENCE UTIL	
Z >	707	OPESTION	OR
2	621	IL EL'A	ORGANIZATIO
		PER PUPIL	DS
	-	349	

•	•	<b>A</b> Ç	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	UIVALEN	SCORES 1	-				
GRADE			N		3				· <b>5</b> 1		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1973-74 1974-75 1973-74 1974-75 1973-74 1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
DIDE O TESTED							267	263*	264	247*	250	307*
											L	, ,
READING MEDIAN						•	3.1	. 2.9*	3.6	3.6*	•	
MATH COMPUTATION						,	3-7	<b>4.0</b> *	4.3	4.7*	5.1	5.6*
MATH CONCEPTS MEDIAN 2		2		N >		N A	3.0	N N	4.0	N N	5.0	Z >
NATIONAL NORM	1.8	:	2.8	2.8	3.8	3.6	4.8	4.8	5.8	5.8 .	6.8	6.8

£		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	EANS -	1974-75				-		
SUBJECT			READING				HTAM	MATH COMPUTATION	ATION	. 1		MATH	MATH CONCEPTS	318	
GRADE	2	ω	•	on .	6	2	3	•	G	_ດ	<b>15</b> 0	3	•	5	6
DIFFERENCE			-0.2	8	-0.2 -0.2 -0.3			-0-4	-0-4 -0-4	-0-6	()		-0.5	-0.5 -0.4 -0.4	9
PUPILS TESTED 4			230	218	230 218 211		•	229	229 216	211			229	229 216 211	211
and the "Old" Constant and the "New" text in 1974.75. And the					Allanhoo		· Variable	***************************************	974.75	An/actorisk (*	(*)		5		

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

		NAT.		•	n C :	> 73 (	7		
		NATL NGRM GRP	0	<b>G</b> i	4	w	2	-	
	1	4	18	23	21	1	-	•	
	2	**	27	20	26	:	:	:	
		12	28	29	21	:	:	•	
STANINE		17	16	16	17	:	;	:	
NE	5	20	80	10	16	:	,1	•	
	6	17	03	0	4	:	:	:	
	7	12	01	01	0	:	:	:	
	8	7	0	0	<b>*</b>	:	:	:	
	۰	4	c	0	0	:	:	:	
				7					
		G N N R D ▶		r	נ ט ח	<b>&gt;</b> 70 0	n		

#### OF MATE PERCENT BY GRAD

ש ְנפּעפּנ	COMPUTATION	TAGE DISTRIBUTION
	STANINES	ICN

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:		34	유
•		GRADE	HATH
•			S
•		LEVEL	CCNCEPTS
•			STANINES
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PERCENTAGE DISTRIBUTION

	2	7	23	24	23	:	:	:	
	u	12	28	25	22	:	:	:	
STANINE	•	17	22	16	18	:		:	
INE	տ	20	11	13	10	:	:	:	
	6	17	80	40	03	:	:	:	
	7	12	*0	03	03	`	:	:	
	8	7	10	0	0	:	1	:	
	۰	*	0	*	01	, :	:	:	
		NAT GRP	•	r	n 😊 x	<b>→</b> 70 €	n		
		NATL NORM	٥	u	4	w	<b>N</b>	-	
	1	•	17	25	21	1	ŀ	1	
	2	7	27	26	25	1	ł.	:	

2

-			NAT GRP		f	n 🗢 x	<b>.</b> 20 0	ה	
			NATE NORM GRP	6	u	4	w	<b>N</b>	-
		1	•	17	25	21	i	i	:
		2	7	27	26	25	•	ł.	;
		w	12	18	21	24	:	i	:
	STANINE		17	19	14	12	ł	i	:
	INE	ري د	20	10	10	12	:	:	:
		۰	17	05	0	0	•	i	
		-7	12	0	0	0	ł	ľ	;
		•	7	10	0	2	I	1	;
		۰		0	0	*	ł	ł	;

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#### * ĺ At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two include very low scores and, to the extent stanines progressively higher, levels of grade-level test into nine equal portions. progressively lower, and the three higher consistent fashion from one, grade to unit enables scores to be organized in a grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve Stanine scores are derived by dividing another as shown in the charts above. from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote middle three stanines - 4, 5, and 6 the range of skill encompassed by each The

> eight and nine indicate very high levels answering almost all questions correctly. expected by marking answers without readtest; that is , in about the score range answer only at about chance level of the relatively strong skill deficits. Stanines that the test scores are valid, indicate indicate near perfect performance; that is, of skill. Pupils scoring in stanine one ing the questions. Stanine nine scores

ative populations, and that the more expercent of the pupils tested in the norm-GRP" shown above. Note that stanines shown to the right of the termy WAIL NORM norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the nationa

> cents up to and including that stanine. smaller percentages. The percentage of pupils at or below any particular statreme stanines contain progressively three (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the normanine may be computed by adding all per-

at each grade level for the school, one at the higher stanines. achievement average, most schools will grade. No matter what the school geneity of achievement levels at that By inspecting the stanine distribution have some pupils at the lower and some may develop a notion about the hetero-

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	<del>-</del>		
1973-74	1974-75	SCHOOL YEAR	,
506	757	41.	
33.1	30.4	MEMBERSHIP Y	
65.5	68.8	* BLACK	STUE
1.4	0.8	* HISPANIC  * WHITE AND	STUDENT TRENDS
1.4 27.8	15-6	TRA	ENDS
91.1	90.2	~~~ <u>~</u>	.
~	2	ADMINIS	i i
42	42	AOMINISTRATORS INSTRUCTIONAL	_
31	. 22	PERSON!	
.28 .6		\\\VE\	
26.2	26.1	* BLACK	STAF
45.2 22.2	40046	* HISPANIC  * WHITE AND  OTHER AND	STAFF TRENDS
22.2	31.7	MA S WIT	os
7.8	.8.	OR OEGREE FAVG YEA	
127	125	A VO YEARS EXPERIENCE OTEN PLANS	
Z >	794	OPENALION	ORC
2	167	EXPENSES CONTENSES CONTENSES EXPENSES PER PURIL	ORGANIZATION TRENDS
		PUPIL	SONAL

		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1					
GRADE	1		2		ω·				5		6	
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED									257	305*	295	367*
READING MEDIAN									3.7	4.3*	5.0	4.0*
MATH COMPUTATION									5.0	5.3*	6.0	6.0*
MATH CONCEPTS MEDIAN 2		NA		N P		Z		NA	4.2	2	5.4	2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	55.0s	5,8	6.8	6.8
												ı

		DIF	FERENC	E IN EX	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED &	MEANS -	1974-75	3					
SUBJECT		_	READING				MATH	MATH COMPUTATION	NOITA.			HTAM	MATH CONCEPTS	PTS	
GRADE	2	3	4	ري د	6	2	3	4	5	6	2	3	*	55	6
DIFFERENCE				₽ 0•3	-0.3				0- 8.0-	-0.3	•			-0.1 -0.4	•
PUPILS TESTED 4				191	191 238		,		184	237				184	236
														•	

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

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<b>GRADE</b>	MATH	PERCENTAGE
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PERCENTAGE OF MATH CO BY GRADE L
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GE DISTRIBUTION CONCEPTS STANINES
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STANINE	4	.17	20	19	:	1	ł	1
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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher consistent fashion from one, grade to grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above. unit enables scores to be organized in a use essentially the same metric, or unit, ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant Stanine scores are converted scores that The lower three stanines denote The

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1973-74	1974-75	SCHOOL YEAR	
534	483	110	
		AVERAGE DAILY MEMBERSHIP	
65.7	64.3	* AL	i
33.7	33.8	* BLACK	धा
0.6	1.9	* HISPANIC	STUDENT
	1	OTHE AND	TRENDS
20.7	21-1	TRANSIENCY RATE &	S
92.7	93.0	777	•
1	1	ADMIN.	
26	23	ADMINISTRA TORS	-
		STAFFIONAL	
61	18	PERSONNEL	,
34.6	34.7	* BLACK	,
15.4	17.3	* ACK	STAF
50.0	0.85	* HISPANIC  * WHITE AND	STAFF TRENDS
26.9		~ ~ ~ · · ·	VDS
9 8.3	8.2	MA WITH OR MEGREE FAVE	
ū	.2	A HIGHER FANGHER FANGHER EXPERIENCE	Ī
76	99	UTILLAND	
NA ·	818	UTILIZATION OPERATING EXPENSES COUNTY	ORG
N.A.	131	ONE	ORGANIZATI
		PER PURIS	TIONAL

>		XC.	HEVEMENT	TRENDS:	*CHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	DUIVALENT	SCORES 1	-				
GRADE		-	N	2	3	)			5	e	6	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75 1973-74		1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	155	173	173	205	, •			•				
READING MEDIAN	1.6	1.4	2.3	1.2								
MATH COMPUTATION MEDIAN	1.8	1.5	3.0	2.9								•
MATH CONCEPTS MEDIAN 2	1.8	NA	2.9	٧N		NA		NA		Z >		2 >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.3	6.8
												1

		D.F.	FERENC	E IN E	<b>CPECTED</b>	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AINED N	IEANS -	1974-78	5 3					
SUBJECT		_	READING	<b>u</b> ,			MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	•	5	9	2	з	4	5	6	2	3	•	55	6
DIFFERENCE	+0.2		·			+0-3				ŝ	+0.2			,	
PUPILS TESTED 4	135					133					132				•
					-										

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PERCENTAGE DISTRIBUTION OF READING STANINES
BY GRADE LEVEL,

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<b>GRAUE</b>	OF MATH COMPUTATION STANIN	500
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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher consistent fashion from one, grade to stanines progressively higher, levels of five. The lower three stanines denote grade is at about the middle of stanine denote "about average" levels of achievegrade-level test into nine equal portions. another as shown in the charts above. unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are derived by dividing middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant Stanine scores are converted scores that Grade-level performance at each The

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1072.7/	1974-75		250	•	
	75		SCHOOL YEAR	<del>-</del>	
1239	1181		11.	ł	
	<u> </u>		AVERAGE DAILY MEMBERSHIP	İ	
0.3	0.7		CASHIPLY		
w		-	* BLACK	Ì	
96.6	97.0	ļ	· CA	STI	
		1	* HISPANIC	JDE	
3.1 17.2	2.3 15.7		* W ₁ \	STUDENT TRENDS	
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		ACH	LEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES					
GBADE	-		2		w		4		<b>U</b> I		6	
CONTO									-			
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	19/3-/4
						1,0	122	175	187	199	241	202
DIPILS TESTED	12	*6	11	120	151	7			,			
						١	3 0	3.5	5.4		6.0	5.7
READING MEDIAN	1.6	1.8	2.6,	2.2	3.1	٥.,	***	;	}			•
				,	3		4.6	4.3	6.7	6.5	7.2	7.5
MATH COMPUTATION	2.2	, 2.4	3	2.9	3.4	4.0	4	:	9			
MEDIAN	2.4	2	2.7	Z >	3.6	N.	3.7	Z A	6.2	N A	2.0	2
											•	,
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	σiα

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		192		-0-	,	מ		_		_

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PFRCENTAGE DISTRIBUTION OF BEADING STANINES

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GR A	OF MATH COMPUTATION STANINES	Č m N
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	2	7	11	11	30	21	٦٤	0,0
	ų	12	16	13	21	22	9	23
STANINE		17	23	14	17	22	17	36
I NE	S .	2¢	26	16	7.0	26	17	1 <del>0</del>
	٥	17	07	Ξ	0.5	C5	12	07
•	7	12	0.7	0.6	2	O	03	2
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	9		2	6.5	0	2	01	2

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STANINE	4	17	16	18	26	1,	. 23	15
3N I	5	20	16	18	18	22	26	36
	6	17	21	8	_	15	27	22
	7	12	14	16	07	90	90	69
	œ	7	90	07	6	CS	2	2
	9	*	90	90		0.3	0	0
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		-	*	05	13	90	0	03	5
		~.	7	09	05	26	19	80	0
		w	12	20	15	17	18	10	90
	STANINE		17	21	17	21	24	24	19
'	i NE	5	20	22	10	18	21	24	25
		٥	17	13	15	90	0.	20	25
		<b>→</b>	12	06,	<u>.</u>	40	90	=	13
		<b>cs</b>	7	03	10	10	2	٥	S
		9	c 💉	0	0	0	10	10	05
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## $^{f k}$ 0 - At least one pupil but less than 0.5% scoring in this stanine.

clude very low scores and, to the extent stanines progressively higher, levels of achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievegrade-level test into nine equal portions. Starline scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a Stanine scores are converted scores that middle three stanines – 4, 5, and 6 – the range of skill encompassed by each from one grade to another. This constant use essentially the same metric, or unit, The lower three stanines denote The

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	197,		
3.74	1974-75	SCHOOL YEAR	• ,
727	72	41	,
27	88	AVERAGE DAILY MEMBERSHIP	
0.3	0.6	& ASHIPLY	
70.3	77.6	* BLACK	ध
3 29		& HISPANIC	STUDENT TRENDS
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29.4 15.4	16.7	- R	ENDS
94-1	93.6	TRANSIENCY RATE &	
_	6	ATTENDANCE RATE &	
	1	ADMINIST	
30	36	ADMINISTRATORS	
		STAFFONAL	
.23	17	PERSONNEL	
16.7	16.7	% R.	1
16.7	25.0	* BLACK	STA
	58.3	* HISPANIC	STAFF TRENDS
66.6 23.5	ü	WHIT	ENDS
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		EXPERIENCHING	
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		ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	UIVALENT	SCORES 1		-		-	
GRADE .			. 2		(3)		4		5		6	•
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	63	54*	82	105*	103	86#	92	*86	93	88*	. 95	122*
READING MEDIAN	1.7	1.7*	2.5	2.1*	3.1	3.4*	3.8	, 4.2*	5.3	5-2*	6.3	6.2*
MATH COMPUTATION MEDIAN	2.0	1.9*		2.8*	3.7	3.9*	5.1	5.3*	5.9	5.8*	7.8	6.8*
MATH CONCEPTS MEDIAN 2	2.0	NA	2.7	NA	3.5	NA	4.5	Z A	5.6	N A	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3,8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
	1											

				-							
80	80		70	28	. 45	46 84 70 80 75 45 82 70 80	08	ņ,	84	46	PUPILS TESTED .
+0.2 +0.2 +0.2 +0.2 +0.5 +0.1 +0.0 +0.6 -0.5 +0.	0.5		9*0+	0.0+	+0.1	+0.5	+0.2	+0.2	+0.2	+0.2	DIFFERENCE
5	5		4	ဒ	2	თ •	υ	4	ယ	2	GRADE
ATION	ATION	17	MATH COMPUTATION	MATH				READING			SUBJECT
DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	1974-75	1	MEANS	AINED N	AND ATT	(PECTED /	ENEX	FERENC	말	-	

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PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

	7	PRIT	6	G	4	w	2	-
	-	4	0 1	0	•	<b>67</b>	04	0
	<b>N</b> 1.	7	C 3	07	14	20	15	05
	w.	12	17	21	24	17	17	13
STA	±./*2	_17	25	18	23	17	, 21	30
STANINE	5	_ 2¢	19	27	17	16	23	22
	6	17	1 9	14	05	16	07	13
	7	12	0.3	07	80	o	05	10
	6	7	C4	. C1	07	СЗ	<b>C7</b>	C3
	<b>9</b>	. 4	. 03	. 03	0	0	01	05
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,	P 콜 크	6	v	4	w	N	-
1	4	0	0	0 1	01	40	0
2	7	0	05	05	60	0	03
w	12	40	15	9	15	12	, <b>=</b>
4	17	20	18	24	26	11	24
5	20	22	29	24	22	24	25
6	17	22	17	9	17	19	21
7	12	19	10	11	.08	=	90
8	4	90	65	12	01	12	93
9	4	90	01.	05	0	06	
	3 4 5 6 7 8	1 2 3 4 5 6 7 8	6. 0 0 04 20 22 22 19 06 L H 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	5 0 05 15 18 29 17 10 C5 6. 0 0 04 20 22 22 19 06 L L 4 7 12 17 20 17 12 \ 1 2 3 4 5 6 7 8	4 01 05 09 24 24 09 11 12 5 0 05 15 18 29 17 10 C5 6 0 0 04 20 22 22 19 06 H 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	3 d01 09 15 26 22 17 08 01 4 01 05 09 24 24 09 11 12 5 0 05 15 18 29 17 10 C5 6 0 0 04 20 22 22 19 06 L 4 7 12 17 20 17 12 7	2 04 0 12 11 24 19 11 12 3 01 09 15 26 22 17 08 01 4 01 05 09 24 24 09 11 12 5 0 05 15 18 29 17 10 C5 6 0 0 04 20 22 22 19 06 L 1 2 3 4 5 6 7 8

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PERCENTAGE DISTRIBUTION
CF MATH CCNCEPTS STANINES
BY GRADE LEVEL

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10	_	07	16	28	24	16	05	03	, US	n
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10	_	07	80	32	18	17	12	03	w	> 70 G
05	0	07	11	30	13	13	17	0	2	ר
w	03	19.	25.	30	17	0.5	0	0	-	

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# $^{f k}$ 0 - At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher denote "about average" levels of achieve another as shown in the charts above. consistent fashion from one, grade to grade is at about the middle of stanine ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 -The lower three stanines denote

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395 88	226		2000	10.0	20.2	25.0	1.7	16	_	94.6	20.6 94.6	1.5 92.0 6.5	92.0	1.5	436	1073 74
_		5 6		,		13.0	5	-2-	-	93.8	21.9	4.3	94.5	1.2	421	1974-75
	139	(2)	77.7	12.2	7											
UTILIZATION DEFRATING EXPENSES CONTRACTED EXPENSES CONTRACTED EXPENSES PUPIL	A VIGHER A VIGHER A VIGHER EXPERIENCE UTILIZATIO	MA OWITH OR HIGHER FLA TIL	CA TO	* HISPANIC  * WHITE AND	% BLACK	WE	STAFFONAL PERSONER	ADMINISTRATORS INSTRUCTIONAL	ADMINICE &	ATTENDANCE RATE &	TRACE	* HISPANIC  * WHITE AND	& BLACK	MEMBERSHILY	11/2	SCHOOL YEAR
ORGANIZATIONAL TRENDS			SC	STAFF TRENDS	STAF					ļ	RENDS	STUDENT TRENDS	STUD			<u>.</u>

		ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE EC	UIVALENT	SCORES 1					
GRADE	1		2		_ω		4		Оп		ō	,
										- 1		
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74
							, [	50*	52.	*81	63	466
PUPILS TESTED	. 27	26*	34	49*	55	6/#	63	, ,				5 7.
READING MEDIAN	1.7	1.6*	2.2	*6°T	2.9	2.9*	υ u	3.5*	5.0	5.0*		
MATH COMPUTATION	1.7	2.1*	2.8	2.9*	4.3	4.2*	<b>\$</b> 5-2	5.8*	6.6	6.8*	7.5	7.2*
MEDIAN  MEDIAN  2	1.7	Z	. 2.3	Z	3.2	N N	4.2	Z D	6.2	N A	6.8	N N
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.B	6.8	6.8
						}		,				پنو

		밁	FERENC	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	IEANS -	1974-75	ú			-		
SUBJECT			READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	STA	
CODETO													.		_
GRADE	2	ω	4	<b>σ</b>	<u>ი</u>	2	ω	4	57	6	2	ω	4	5	6
						,	,		2	5	- O - 3	-0.5	+0.0	-0-3 -0-5 +0-0 +0-4 /-0-1	1.0-1
DIFFERENCE	+0.0	+0.0	+0.0	+0.4	1.0	+0.0 +0.0 +0.0 +0.4 +0.1 =0.3 +0.2 +0.6 +0.5	+0 - 2	•	0.0	1.00		. 9			
BIBLIS TESTED A	16	0.	52	04	34	16 40 52 40 34 16 41 52 40	41	52	40	34	16	4	52	<b>6</b> 0	) d
												1			

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PERCENTAGE DISTRIBUTION OF READING STANINES. BY GRADE LEVEL

<b>-</b>	93	13	5	27	4.	90	, 3	0	٥	
2	1	26	15	20	11	13	2 /	0	0	
- w	<b>07</b>	22	115	24	10	01	ဂ	C1	10	
	5	27	16	22	=	05	c	0	0	
رن رن	09	18	15	21	21	==	03	0	0	
6	40	97	22	37	19	0.1	0	C1	0	
SAP	4	į	12	17	20	17	12	7	*	
	-	2	w	4	Ն	6	7	8	9	
				STANINE	Ιν					

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

					I NE	STANINE			
	9		7	<b>6</b>	),		w	~	-
ດ N N R O ▶	4	7	12	17	20	17	12	7	4
	01	04	18	27	30	10	04	04	0.1
r	, 05	83	24	24	18	17	90	0	0
ηOz	07	63	11	15	22	20	10	01	40
> T (	10	10	1,2	31	28	10	07	04	0.3
ה	0	0	0	17	24	22	17	07	07
	0	0	0	13	29	21	21	10	40
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NORE

### PERCENTAGE CISTRIBUTION CF MATH CONCEPTS STANINES PY GRADE LEVEL

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	•	NATE NOR F	0	ا ن	1 U ji	» ν. ς ω	, 2	-
Г		4	0,4	05	CI	0	09	0
	2	7	05	0	17	40	17	90
	·Ψ	12	=	17	17	21	20	27
STANINE	4	17	23	23	25	51	20	21
INE	ر د	20	26	24	16	18	09	17
	Ģ.	17	21	15	1.	04	17	23
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1	œ	7	01	0	•	0	0	0
	9		0	03	0	0	0	0
L				_				

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### ♠ 0 — At least one pupil but less than 0.5% scoring in this stanine

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade level test into nine equal portions. progressively lower, and the three higher another as shown in the charts above. consistent fashion from one, grade to grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a five. The lower three stanines denote middle three stanines - 4, 5, and 6 from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The

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1973-74 468 30-4 7-3 62-3	1974-75 423 27.9 6.1 66	SCHOOL YEAR AVERAGE DAILY MEMBERSHIP & BLACK & HISPANIC	0.00
18.9	66.0 II.4	OTHER AND	01000111
94.8	95.3	PATOANO	
, -	-	OMINISTS	
20	24	INSTRUCTIONAL	
19 20.0	13 20.8	PERSONNE	
5	*	* BLACK	٥
0 35.0	2 75.0	* HISPANIC  * WHITE AND	OTATT INCINES
32.1	45.8	MA & WITH	100
12.0	13.5	OR HIGHER FLA TEARS EXPERIENCE UTIL	
47	42	UTIL PLAN	
>	42 1083	S PLANT OPERATION EXPENSES CONVERSES	
N A	75	EXPATING PER PUPIL CONTRACTED EXPENSES EXPENSES PER PUPIL	TRENDS

GRADE SCHOOL YEAR PUPILS TESTED	974-75	1973.74	ACHIEVEMENT 1 1 2	1 1 1 1 1	1973-74	TRENDS: GRADE EC	TRENDS: GRADE EQUIVALENT 3 1973-74 1974-75 1973-74 82 75*	TRENDS: GRADE EQUIVALENT SCORES 1  3 4  1973-74 1974-75 1973-74 1974-75 67	T TRENDS: GRADE EQUIVALENT SCORES 1  2	1973-74 1974-75 100* 103	5 1973-74 1974-75 1973-74 100* 103 58*	1974-75
red					82	75*	1	67		100*	100* 103	100* 103 58* 110
READING MEDIAN					5.1	3.6*		2	2 4.7*	2 4.7* 5.8		5 _* 8
MATH COMPUTATION MEDIAN					5.9	4.9*	6	w	6.3 5.3*	3 5.3* 6.2		6.2
MATH CONCEPTS MEDIAN 2		N N		NA	5.8	NA		6.0	N.A.		N >	NA 6.2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8		4.8	4.8		4.8	4.8 5.8

		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	MEANS -	1974-75	3					
SUBJECT		70	READING	3			матн	MATH COMPUTATION	NOITA			МАТН	MATH CONCEPT	PTS	
GRADE	2	ω	4	5	თ	2	3	4	5	6	2	3	4	5	6
DIFFERENCE		+0.9	2.0+	-0.3	+0.9 +0.2 -0.3 -0.5		+1.4	8.0+	+1.4 +0.8 -0.4 +0.	+0.4		+1+4	+0.7	+1.4 +0.7 -0.3 +0.3	+0.3
PUPILS TESTED 4		55	58	83	55 58 83 91	•	55	55 58 83	83	88		54	58	83	88

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable. ï
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PERCENTACE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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 	01	97	0.8	13	90	17	14	16	15
د ت ه	0	10	10	18	12	21	07	12	60
V,	C7	06	, <b>,</b>	12	21	21	80	9	05
6	0	33	10	20	14	12	16	ដ	10
NAIL GRP	*	1	12	17	20	17	12	7	4.
	_	2	w		ڻ.	6	. 7	<b>OB</b>	•
		<b>,</b>		STANKRE	I,NE				

#### BY GRADE LEVEL DE MATH COMPUTATION STANIMES

12 1	12	07 07 13 12
10 C8 O6 O6 10 10 13 12 17 21 13 15		
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06	23	23
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		SRP NAT		. r	n () 1	> 70 0	י	
		NATE NORF	6	J	*	ͺw	2	-
	-	*	0	65	0	01	ŀ	1
1	N.	7	07	80	90	10	ŀ	1
	w	12	80	0	12	12	ļ,.	1
STANINE		17	17	1,	40	80	ľ	:
NE I	5	20	15	21	16	0	ł	
	6	17	10	23	6.0	0,5	1	•
	7	12	19	12	8	13	ł	4
	•	7	69	ŝ	16	21	1	1
	9	*	13	•	24	27		•

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#### * 1 At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two infunit enables scores to be organized in a clude very low scores and, to the extent stanines progressively higher, levels of progressively lower, and the three higher another as shown in the charts above consistent fashion from one, grade to use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant

> answering almost all questions correctly answer only at about chance level of the eight and nine indicate very high levels indicate near perfect performance; that is, expected by marking answers without readtest; that is, in about the score range of skill. Pupils scoring in stanine one relatively strong skill deficits. Stanines that the test scores are valid, indicate ing the questions. Stanine nine scores

shown to the right of the term "NATL NORM ative populations, and that the more expercent of the pupils tested in the norm-GRP" shown above. Note that stanines norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the nationa

> smaller percentages. The percentage of cents up to and including that stanine. pupils at or below any particular stanine may be computed by adding all per treme stanines contain progressively three (4% + 7% + 12% = 23%) tive group scored at or below stanine For example, 23 percent of the norma

at the higher stanines. at each grade level for the school, one grade. No matter what the school geneity of achievement levels at that have some pupils at the lower and some achievement average, most schools will may develop a notion about the hetero-By inspecting the stanine distribution

1973-74	1974-75	SCHOOL YEAR	
484	478	112	
€.08	80.4	MEMBERSHIP & R.	
15.6	80.4 17.0	* BLACK	ants
4.1	2.6	* HISPANIC  * WHITE AND	STUDENT TRENDS
4.1 14.3	21.9	TRA	ENDS
93.1	92.3	ATTENDANCE AATE &	
	_	ADMINISTRATORS	
18	24	INSTRUCTIONAL STAFF	
10	12	PERSONS	
38.9	37.5	PERSONNEL  * BLACK	
5.5	8	* HISPANIC	STAFF
55.6	+-	ONITE	TRENDS
10-0	20.0	MA SWITT	S
1.6	6.6	1 7 77 7 7	
28	6 2	UTIL PLANTE	
2	000	OPERATION PERENTIN	ORG
2	,	ON ON ON ON ON ON ON ON ON ON ON ON ON O	TRENDS
			SONAL
		363 A	
		A)	

			ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE EC	UIVALENT	SCORES 1					
	GRADE	_		2		ω		1		51		6	
	SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74 1974-75		1973-74	1974-75	1973-74	1974-75	1973-74
	PUPILS TESTED	103	122*	97	120*	129	105*						
	READING MEDIAN	1.3	1.5*	1.8	2.2*	2.5	2.7*						
	MATH COMPUTATION	1.6	1.6*	2.7	3.4*	3.3	3.4*	ŕ	-				
•	MATH CONCEPTS MEDIAN 2	1.2	2 >	2.0	N A	3.1	Z >		N A		2 >	,	2 >
. :	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4'.8	5.8	5.8	6.8	6.8
							•						

	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	ATTAIN	ED MEAN	15 - 19/4	٠,6			,		
SUBJECT . READING		MA	ATH COM	MATH COMPUTATION	Z		MATH	MATH CONCEPTS	PTS	
		-	-					.	•	,
GRADE 2 3 4 5	6	2 3	4	5	6	2	ω	•	<b>Ø</b> 51	6
-		÷0-1	3.3			-0-3 -0-4	-0.4	_	_	
DIFFERENCE										
PUPILS TESTED 4 84 107		87 106	106		_	a,	100			

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

		RRATE	•	ر.	•	w	~	-1	
							<del></del>		
	-	*	-1	ŀ	ł	10	16	10	
	~	7	ł	<b>'                                    </b>	ł	26	4	24	
	W	12	;	;	ŀ	25	17	25	
STANINE	4	17	1	ł	ł	16	13	19	
I NE	5	20	:	!	1	15	13	G P	
	6	17	:	:	1	05	06	í٦	
	7	12	1	f	;	01	07	3	
	8	7	1	ł	i,	Cl	Cl	2	
	<b>6</b>		i	:	;	10	0	0	L
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F O A

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NATE NORM GRP กลรรภ

### PERCENTAGE DISTRIBLTION GF MATH COMPUTATION STANINES BY GRADE LEVEL

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	-	4	i	i	٠,,,	· C		
	2	7	ŀ	1		11	24	21
	u	12	1	:	1	31	20	14
STANINE	1	17	1	ł	ł	18	10	17
INE	vs	20	1	ł	ł	21	17	14
	٥	17	1	1	:	12	16	10
	7	12	1	i	ł	03	80	12
	œ	7	1	ł	ł	10	0	0
	9		1	ł	;		03	10
		022				> 20 (		
		GRAP						

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

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	٦٩٦	6	٠,	•	w	N	1
-	4	1	1	1	03	13	9
2	7	ł	13	<b>.</b>	T	31	19
ui 🎾	12	:	ł	ļ	32	18	25
•	17	i		ŀ	23	18	25
5	20	ł	ł	ŀ	18	17	10
6	17	ł	ł	ł	90	40	06
7	12	İ	ł	ł	0	0	06
<b>29</b>	7	1	4	ł	0	0	0
ø		ł	Y	1	10	0	c
	3 4 5 6 7 8	12 17 20 17 12 7	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	03 33 23 18 06 0 0 0 0 0 0 1 1 12 7 1 2 1 5 6 7 8	13 31 18 18 17 04 0 0 03 33 32 23 18 06 0 0 0 04 18 18 17 04 0 0 1 0 05 18 32 23 18 06 7 8

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34.4	34.4 20.0 8.		20-0 8-2
31.7 39.0 29.	39.0 29.3 22.5	39.0 29.3	39.0 29.3 22.5 7.6
PERSONNEL  * BLACK  * HISPANIC  * WALL	* BLACK  * HISPANIC  * WHITE AND  OTHER  MA SWITT	BLACK  WHITE AND  WHOTHER  WAS DESIGNED  AND  AND  AND  AND  AND  AND  AND	* BLACK  * HISPANIC  * WHITE AND  OTHER  MA SWITT
STAFF TRE	STAFF TRENDS	STAFF TRENDS	STAFF TRENDS ORGAN

GRADE 1 2 3 4		2	3	3			_C r		5	
SCHOOL YEAR 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1	74 1974-71	1973-74		1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED 159 160 177 184 193 185			193	185						
READING MEDIAN 1.3 1.4 1.6 1.8 2.2 2.4			2.2	2.4						4
MATH COMPUTATION 1.0 1.6 2.1 2.4 2.9 3.3 MEDIAN			2.9	3.3						
MATH CONCEPTS MEDIAN 2 1.0 NA 2.0 NA 2.4 NA			2.4	Z Þ		NA	,	NA		2 >
NATIONAL NORM 1.8 1.8 2.8 2.8 3.8 3.8 4.8		2.8	3.8	3.8	<b>&amp;</b>	80	en òs	5.8	6.8	6.8

	`	DIF	FERENC	E N E	PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED M	EANS -	1974-75	5 3					
SUBJECT			READING	•			MATH COMPUTATION	COMPUT	NOITA.			MATH	MATH CONCEPTS	PTS	
GRADE	2 ~	2 ~ 3	4	5	6	2	3	4	. 5	6	2 .	ω	•	<b>,55</b>	6
DIFFERENCE	-0-4	-0-4 -0-1				-0.3	-0.3 -0.5	,		<b>25</b>	-0.4 -0.1	- -			
PUPILS TESTED *	133	133 162				133	133 164	41		D	133	133 164			
									,		,				

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PERCENTAGE DISTRIBUTION OF READING STANINES
BY GRADE LEVEL

								i			
	_	8	21 24	24	17	12	63	0.7	0	10	
•	ν.	18	ž Š	27	13	07	40	10	0	0	
• 70 C	<u> </u>	15	37	19	15	07	\$	0	10	2	
		-	ľ	•	ł	ł	ł	1	1	1	
ım	<u>ٽ</u>	ŀ	;	1.	ł	!	1	;	ł	1	
	Ċ	İ	ŀ	ł	ł	!	ł	ŀ	ł	ł	
NATL GRP	. X F	4	7	12	17	20	17	12	7	4	
		1	2	w	•	5	φ.	7	60	9	
					STANINE	I NE					

### PERCEVTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

		GRP NAT		-	n O 1	<b>7</b> 0 C	ר		
		NATL NORM GRP	٥	S.	4	w	2	-	
	-	4		ŀ	T	08	13	14	
	2	7	-	1	1	26	21	34	
	u	12	1	۱,	1	23	23	19	•
STANINE	•	17		1	ł	26	12	12	
NE	5	20	ł	1	ł	12	13	9	
	٥	17	;	ł	ł	0.5	11	8	
	7	12	1	ł	ł	01	40	0	
	60	7	1	ł	ł	0	01	Cl	
	9	•	1	1	1	0	2	0	

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

		NATE NORF		-	n 0 1	<b>*</b> 70 G	ה	
		727	٥	U	•	w	2	-
	1	•	1	ŀ	1	14	16	9
	2	7	1	ł	ł	26	30	24
	w	12	1	ł	1	27	18	22
STANINE	4	17	ł	ł	ł	12	19	15
NE I	5	17 _ 20	ł	ł	1	S,	12	=
	٥	17	1	1	ŀ	9	0.4	8
١.	7	12	ł	ł	ı	03	01	0
ŀ	<b></b>	7	1	ł	1	03	0	2
	9	•	ì	ì	ł	05	0	2
				3	86	6		

## **★** 0 — At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of grade-level, test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to middle three stanines - 4, 5, and 6 unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The lower three stanines denote The

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	<del></del> -		
1973-74	1974.75	<i>&gt;</i>	
*	.75	SCHOOL YEAR	
385	914	Ave	
$\overline{}$		MEMBERSHIP	
21.1	22.2	* BLACK	į
1.0	4.7	* HIC	STU
1.0 77.9	73.1	* HISPANIC  * WHITE AND	STUDENT TRENDS
	1.4	~ 'CD 'W1 1	REND
3.2 95.1		TRANSTENCY RATE &	G
5.1	95.4	ATTENDANCE RATE &	
1	1	ADMINISTRATORS	
	بر المعادد م	NISTRAT	
16	722	WSTE ORS	
	_	STAFF ONAL	
	7	PERSONI	
·18-7	22.7	WE,	
12.5	18.1	* BLACK	STAFF
68.8	59.2	SPANIC	FF TRE
		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	TRÉNDS
29.4	36.3	MA & WITH	
7.7	7.6	OR MIGHER FLANG YEA	
98	109	SA MEGAEA FLA TEACHING EXPERIENCE  OTHER	
2 >	970	OPEON	<u> </u>
2	^	EXPENSES CONTRA	ORGANIZATII TRENDS
		CONTRACTED EXPENSES PERPUSES	DS

<b>4</b> 1.		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1					
GRADE	<b>,</b> 1		N		. ω		, 4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974.75	1973-74	1974-75 1973-74	1973.74	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74
PUPILS TESTED	50	8	84	² 50	53	84	47	54	60	<b>49</b>	<b>\$</b> 8	62
READING MEDIAN .	2.9	3.5	4.0	4.2	5.7	5.1	5.7	6.6	7.6	6.7	9.8	9.8
MATH COMPUTATION	2.9	3.0	3.7	3.2	5.6	5.1	5.7	5.2	6.0	6.2	8.0	8.8
MATH CONCEPTS MEDIAN 2 0	3-0	N A	4.2	NA	7.5	NA	5.8	N	6.5	N N	8.4	Z
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	<b>4</b> 8	5.8	5.8	8.8	6.8

		뫄	FERENCI	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED M	EANS -	1974-75	3					
SUBJECT		<b>a</b>	READING				HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	. 2	ω	4	5	6	2	3	4	υn	6	2	3	4	υn	o
DIFFERENCE	+ 0.0	+0.5	+0.3	-0-3	+0.6	+0.0 +0.5 +0.3 -0.3 +0.6 +0.0 +1.4 -0.4 -0.2 +0	+1.4	-0-4	<b>d.</b> 2	+0.6	0.6 +0.5 +1.8 +0.1 +0.4 +1.4	+1.8	-0 <u>-</u> 1	*0.*	*1.*
PUPILS TESTED .	39	50	45	\ <b>5</b> 4	46	39 50 45 \ 54 46 39 50 45 54	0.5	45	54	\$	39	5Q	45 54	54	\$

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

4-33

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

^{4.} The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite thet pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PHACENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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•	BY GRADE LEVEL	CF HATH CONCEPTS STANING	PERCENTAGE DETRIBUTION

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	w	12	0.5	10	16	07	•	90
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	6	17	24	12	20	80	16	13
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I	STANINE	5	20	117	21	15	05	07	13
Ì		٥	17	17	16	18	10	09	11
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l	,	•	7	12	09	15	0	20	07
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* 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher another as shown in the charts above consistent fashion from one, grade to grade is at about the middle of stanine denote "about average" levels of achieve-Stanine scores are derived by dividing unit enables scores to be organized in a Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each trom one grade to another. This constant use essentially the same metric, or unit, The lower three stanines denote The

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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1973-74	1974-75	SCHOOL YEAR	•
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1973-74		_	<u> </u>	1973.74	19	1973-74	1974-75 1973-74	1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
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		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	AEANS -	1974-75	3					
SUBJECT			READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	4	5	6	2	ω	4	5	6	2	3	•	5	6
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CITTERENCE .													330	6	150
PUPILS TESTED .			129	171	129 171 159		_	. 128	128 169	159			129	129 109 139	461

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent the range of skill encompassed by each achievement. Stanines one and two ingrade is at about the middle of stanine denote "about average" levels of achievestanines progressively higher, levels of progressively lower, and the three higher ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The lower three stanines denote The

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	ACHIEVE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	IDS: PERCE	NTILE SCO	RES 1			
GRADE	-6	6 6	7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1874,75 1873-74	_	1974-75	1973-74
PUPILS TESTED	256	33*	545	664*	386	349*	î.	
READING MEDIAN	4.2	4.4*	20.0	6.4*	18.0	6.9*		
MATH COMPUTATION	4.6	5.3*	5.3* 23.0	6.5* 30.0	30.0	*0.*		
MATH CONCEPTS MEDIAN 2	4.2	N.		2	1	NA	2	N.
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	9.8

NOTE: Due to errors in test administration, students in grades 7 and 8 were not tested in Math Concepts.

•		DIFFF	RENCE IN E	XPECTED	AND ATTA	NED MEAN	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974.75 3	3				
SUBJECT		READING	ING			MATH COM	MATH COMPUTATION	:-		MATH CONCEPT	NCEPTS	
GRADE	б.	7	8	9	6	7	8	9 .	6	7	8	9
DIFFERENCE	-0.7	-0.7 +2.2 -0.4	-0-4		-0.9	-0.9 +3.2 +3.4	+3.4	_	-0.6	a •	1	Z >
PUPILS TESTED 4	221	. 221 465 345	345		₅₀ 221	₃ 221 463 346	346	0	221	1	1	2
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974.75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

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PERCENTAGE DISTRIBUTION OF READING STAVINES BY GRADE LEVEL

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lacksquare 0 - At least one pupil but less than 0.5% scoring in this stanine

STANINE

grade-level test into nine equal portions. Stanine scores are derived by dividing consistent fashion from one, grade to stanines progressively higher, levels of another as shown in the charts above. clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve unit enables scores to be organized in a Stanine scores are converted scores that ment, Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant use essentially the same metric, or unit, The lower three stanines denote

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

#### PERCENTAGE DISTRIBUTION JE MATH CONJECTS STANINES BY GRADE LEVEL

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NOTE: Due to errors in test administration, students in grades 7 and 8 were not tested in Math Concepts.

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

				•
•	1973-74	1974-75	SCHOOL YEAR	
	1186	1003	14	-
	60.5	49.2	MEMBERSHILY	
	21.7	32.8	* BLACK	STUE
L	17.8	18.0	* HISPANIC  * WHITE AND	STUDENT TRENDS
	21.7 17.8 23.9	23.9	190	ENDS
	87.7	88.8	ATTENDANCE	
-	w	4	ADMINISTRATORS	
ļ	58	57	INSTRUCTIONAL	,
-	27	25	PERSONIA	
	39.7	43.8	PERSONNEL * BLACK	
	6.9	10.5	* HISPANIC	STAFF
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SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1973-74 1974-75 197,3-74	
PUPILS TESTED	-		731	929*				
READING MEDIAN			, 26.0	5.9*				
MATH COMPUTATION			23.0	6.3*				
MATH CONCEPTS MEDIAN 2		N.	18.0	2		N.	Z >	2>
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	8.8 <b>%</b> 05	50%	9.8

		DIFF	RENCE IN I	XPECTED	AND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	IS - 1974-75	ü				
SUBJECT.		READING	DING	,		MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	
SOBJECT .				,								,
GRADE	6	7,	00	9	6	7	8	9	6	7	8	ي ا
•					*	2.5				-3.6		z >
DIFFERENCE .		+1.2				2.4.2				1		3
PUPILS TESTED 4		641				649			<b>(3</b> )	647		Z >
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRACE LEVEL

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	33	12	1	1	į	1	ł	22	
STANINE	•	17	i	1	ł	ł	ŧ,	23	
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	7	12	1	ł	!	į	1.	20	
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	9	*	L	1	<u> </u>	I	_1_	10	

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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_		NATE NORM GRP	12	=	10	9	<b>&amp;</b>	
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	3	12	ł	ł	. 1	ł	ł	23
STANINE	*	17	i	i	ł	i	ł	24
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		GRP NORM	12	11	5	۰	æ	_
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STANINE	4	17	,1	1	1	i	1	24
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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher another as shown in the charts above. consistent fashion from one, grade to grade is at about the middle of stanine Stanine scores are derived by dividing five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that middle three stanines -4, 5, and 6 use essentially the same metric, or unit,

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,			
1973-74	1974-76	SCHOOL SCHOOL	•
598	517	4	- - - -
36.7	33.5	MENAGE DAILY	~3
16.6	22.2	* BLACK	STUE
46.7 13.8	44.3	* HISPANIC  * WHITE AND	STUDENT TRENDS
13.8	14.9	TRA	ENDS
91.0	92.3	A TENDANCE	
2	2	ADMINICE &	,
36	35	ADMINISTRATORS INSTRUCTIONAL	
34	13	PERSONAL	
30.6	31.4	WE,	
11.1	31.4 11.4	& BLACK	ŞTAFI
58.3	57.2	* WHIT SPANIC  * WHIT SPANO  OTHER	STAFF TRENDS
39.5	34.2	11 8 110	S
2.9	6.5	OR MIGHER  FLA: TEACHING  FX PERIENCE  OTI: PLA	
ă.	68	ERIENCHING UTI PLA	
NA	1175	ENCE WENCE WILLIANT OPERATING EXPENSES CONTRACO	ORG
N A	a o	CONTRACTED EXPENSES PERPLUPIL	ORGANIZATI
		PUPIL	SONAL

	ACHIEVE	MENT TREN	NDS: PERCE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	RES 1	,			•
GRADE	<b>o</b>		7			C	9		
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	
PUPILS TESTED			477	552*	,				
READING MEDIAN			36.0	7.4*					
MATH COMPUTATION MEDIAN			38.0	7.0*	•				
MATH CONCEPTS MEDIAN 2		2 >	38.0	2 >		Z >	N >	Z D	•
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	8.8 8.8	50%	9.8	

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	6			
DIFF	7	-1.9		393
READING	<b>co</b>			
READING MATH COMPUTATION	9	2		
AND ATTA	<b>6</b>			
MATH COMPETATION	7	+2.9		392
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CONCEPTS	8			
	9	NA	•	z >

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GRADE
DIFFERENCE
PUPILS TESTED *

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PERCENTAGE DISTRIBUTION
OF READING STAVINES
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GRADE	MATH COMPUTATION	PERCENTAGE
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STANINE	4	17	t	1	:	ŀ	ţ	21
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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. consistent fashion from one, grade to clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines – 4, 5, and 6 –

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1973-74	1974-75	SCHOOL YEAR	
1227	1203	ALL	
34.4	30.7	MEMBERSHILY	
59.0	64.1	& BLACK	STUD
6.6	5.2	* HISPANIC  * WHITE AND	STUDENT TRENDS
18.1	30.3	/R ₄	ENDS
91.2	90.6	ANSIENCY ATTENDANCE AATE &	
. 5	5	ADMINICE &	
63	69	ADMINISTRATORS INSTRUCTIONAL	
24	24	PERSON!	
24 .15.9	21.7	· WE	
23.8		* BLACK	STAFF
60.3	55.2	* HISPANIC  * WHITE AND	FTRENDS
31.4	31.0	MA & WIT	SC
6.2	6.6	OR HIGHER FLATE YEAR	
145	156	A NIGHER  A VG YEARS  EXPERIENCE  OTILIZATIO	
× ×	869	OPEN	ORG
N A	57	EXPENSES CONTRACTED PER PUPIL	ORGANIZATIO TRENDS
		PUPIL	NAL

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A	CHIEVEN	ENT TREN	ACHIEVEMENT TRENDS: PERCENTILE SCORES	ENTILE SCO	)RES 1			
GRADE	6	ł.,	7	,	8		. 9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1973-74 1974-75 1973-74	1973-74
PUPILS TESTED					807	831		
READING MEDIAN					23.0	22.0		
MATH COMPUTATION		1		,	26.0	26.0		
MATH CONCEPTS MEDIAN 2		N A		NA	23.0	N N	× ×	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	8.8 %05	50%	9.8

37.7

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		DIFF	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	EXPECTED /	ATTA ONE	INED MEAN	S - 197475	Ü		: -		
SUBJECT		REAL	READING			матн сом	MATH COMPUTATION			MATH CONCEPTS	NCEPTS	
GRADE	6	7	В	9.	6	7	80	9	6	7	8	9
DIFFERENCE			-0.6	•			-0.8				+0.9	NA .
PUPILS TESTED 4		للجهد					3667				667	N.
	-											

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PEPCENTAGE FISTRIBUTION OF READING STANINES PY GHACE LEVEL

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BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
DE MATH CONCEPTS STANINES

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<del>-^</del> 1	<u> </u>		
1973-74	1974.75	SCHOOL YEAR	
1849	7067	AL.	
1.4	0.4	MEMBERSHILY & BLACK	
82.1	86.C	8 HICK	STUE
82.1 16.5 13.9 93.7	13.6	* HISPANIC.  * WHITE AND	STUDENT TRENDS
13.9	17.2	TRICATO	RENDS
93.7	93.3	ATTENDANCE	
J.	5	ADMINICE &	
77	90	ADMINISTRATORS INSTRUCTIONAL	*
33	23	PERSON!	
20.8	20.0	NA.	
18.2	21.1	* BLACK	STAF
61.0	58.9	& HISPANIC  & WHITE AND	STAFF TRENDS
31.0	31.5	CA VO	S
8.9	8.7	ATA DEGREE  A VG YEAR	
1 35	165	A NG YEARS EXPERIENCE OTS PLA	
AA	751	OPECATION	ORG
NA		EXPENSES  CONTRACTED  EXPENSES  CONTRACTED  PER PURIL	ORGANIZATIO
		PUPIL	SONAL

	ACHIEVE	MENT TREA	DS: PERCI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	)RES 1			
GRADE	6		7		œ		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974 75	1973 74
PUPILS TESTED			617	528	592	525	368	570
READING MEDIAN		}	34.0	32.0	34.0	36.0	38.0	40.0
MATH COMPUTATION			34.0	42.0	38.0	44.0	42.0	42.0
MATH CONCEPTS MEDIAN 2		AN	32.0	NA	36.0	***	×	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	8.8	50%	8.8 80%

		DIFF	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	XPECTED /	AND ATTA	INED MEAN	S - 197475	3	•			ø
SUBJECT		READING	DING			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	•
	,		,	,	6	7	0	٥	2	7	8	. و
GRADE	6	7	<b>9</b>	9	6	7	8	9	6	7	00	9
DIFFERENCE		-0.6	-0.6 -1.7 +0.9	+0.9		-C-8	-C.8 -2.9 -0.2	-0.2		+1.5	+0.3	2 >
PUPILS TESTED 4		518		465 445		518		465 445		518 -	465	2 >

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	2	89	6.9	42.6	64.7	7.8	29 27.5	29	51	7	89.3	34.1 89.3	•••	33.9	62.1	1073	1973-74
1 00	16	91	7.1	45.2	59.7	5.7	34.6	20	52	3	85.6	45.9	.3.1	36.9	60.0	1091	1974-75
EXPENSES CONTIN	OPECATION	PERIENCENCE	OA NIGHER  FLA TEARS  EXPERIENCE  OTHER	MA 8 INITAL	1 W.	* HISPANIC	VEI	PERSONS	INSTRUCTIONAL	AOMINISTRATORS	ATTENOANCE RATENOANCE	TRANSIENCY RATE &	1 ° 1/1. \	* BLACK  * HISPANIC	MEMBERSHIP Y	Av	SCHOOL YEAR
ORGANIZATIO	0			SC	STAFF TRENDS	STAFF						ENDS	STUDENT TRENDS	STUD			<del></del> -,

ACHIE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NDS: PERCE	ENTILE SCC	)RES 1			
GRADE	6	7	,	8	,	9	[
SCHOOL YEAR 1974-75	15 1973:74	1974.75	1973-74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74
PUPILS TESTED				179	246*	431	521+
READING MEDIAN		•		12.0		5.9* 14.0	6.4*
MATH COMPUTATION MEDIAN				14.0	6.5*	6.5* 20.0	7.2*
MATH CONCEPTS MEDIAN 2	Z >		NA	12.0	Z A	N >	AN
NATIONAL NORM 6.8	6.8	50%	50% 7.8	50%	8.8 80%	50%	9.8 9.8

9												
2 >	143			143 349	143			143 350	143			PUPILS TESTED .
Z >	+6.2			-6.5 -0.4	-6.5			<b>-5.8 -2.8</b>	-5.8			DIFFERENCE
9	80.	7	6	9	8	7	6	9	8	7	6	GRADE
	ONCEPTS	MATH CONCEPTS			MATH COMPUTATION	MATH CON			READING	REA		SUBJECT
	,			3	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974.75 3	INED MEAL	AND ATTA	EXPECTED .	RENCE IN	DIFF		-

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in perceptile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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		, 1	
1973-74	1974-75	SCHOOL YEAR	
1192	1330	All	
1192 34.0	31.2	MEMBERSHILY	
61.3	64.8	* BLACK * HISPANIC	STUD
4.7	4.0	1 "W. \	STUDENT TRENDS
4.7 15.4 92.7	18.5	TRA	ENDS
92.7	31.4	1 47 \ 1	
•	•	ADMINISTRATORS	
57	66 9	INSTRUCTIONAL	
24	12	PC OTH	
29.8	34.8	PERSONNEL  * BLACK	
36.9	34.8 33.3 31.9 26.4	* HISPANIC	STAFF
33.3 25.4	31.9	* WHITE AND	STAFF TRENOS
25.4	26.4	OTHEAND MA SWITH OR DEGRE	S
7.6	8.0	1/0.76	
165	15	UTIL PLA	
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	ACHIEVE	MENT TREN	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NTILE SCO	RES 1			
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1973-74 1974-75	1973-74 1974-75	1974-75	1973-74	1974.75 1973.74	1973-74
PUPILS TESTED			1078	186				
READING MEDIAN			20.0	16.0				
MATH COMPUTATION			20.0	23.0				
MATH CONCEPTS MEDIAN 2		Z >	16.0	N >		NA	2>	NA A
NATIONAL NORM	6.8	8.8	50%	8.7 7.8	50%	8.8 \$03	50%	8.6 \$0\$

		DIFF	RENCE IN E	XPECTED	AND ATTA	INED MEAN	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	7				
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SOBJECT,												,
GRADE	6	7	ω	9	6	. 7	8	9	6	7	00	g
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#### PERCENTAGE DISTRIBUTION I DE MATH CONCEPTS STANINES BY GRÂDE LEVEL

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* -	ACHIEVE	MENT-TREN	ACHIEVEMENT-TRENDS: PERCENTILE SCORES	NTILE SCO	HES		1		
GRADE	o.		7				. 9		
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PUPILS TESTED	,			•	. 601	613#	631	564#	
READING MEDIAN	100	2		9.	46.0	, 8.8*	52.01	10.0*	
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NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	9.8	
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PERCENTAGE EISTRIBUTION OF READING STANINES BY GRADE LEVEL

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STAVINES BY GRADE LEVEL

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grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, Tevels of grade is at about the middle of stanine another as shown in the charts above. unit enables scores to be organized in a clude very low scores and, to the extent progressively lower, and the three highe denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to Stanine scores are converted scores that five. The lower three stanines denote from one grade to another. This constant use essentially the same metric, or unit ment. Grade-level performance at each middle three stanines -4, 5, and 6 -

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1973-74	,1974-75	SCHOOL YEAR	
-1756	1977		
0.3	0.3	MEMBERSHILY & P.	
85.7	.88.9	* BLACK	STUD
85.7 14.0	1C.8	* WHITE AND	STUDENT TRENDS
19.0	17.9	TRACE	RENDS
91.5	90.8	ANSIENCY ATTENO	
	· ທ	ATTENDAMOE; ADMINIC	
66	74	ADMINISTRATORS INSTRUCTIONAL	
48	31	STAFFONAL PERSONAL	
19.7	17.1	"VE!	
19.7 24.2	25.0	* BLACK	STAF
56.1	57.9	* HISPANIC * WHITE AND	STAFF TRENDS
.35.2	36.7	MA & WI	SO
, 10.1	10:5	OR MIGHER FLATON	134'
110	1	A NO YEAR EXPERIENCE	
, ×	218	OPERATION	OR
2 >		SPERATING PERPENSES GONTRACT EXPENSES	ORGANIZATION TRENDS
		GONTRACTED EXPERSES	SCIONAL
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	ACHHEVEN	AÊNT TREP	ACHIEVEMENT PRENDS: PERCENTILE SCORES	ENTILE SCO	RES 1	٠.	u,	
GŔADE •	9		7		8	<u> </u>	9	,
SCHOOL, YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74
PUPILS TESTED			482	384	413	474	467	<b>573</b>
READING MEDIAN			26.0	32.0	40.0	.0.0	38.0	<b>\$0.0</b>
MATH COMPUTATION			42.0	46,0	44.0	50.0	50.0	38.0
MATH CONCEPTS MEDIAN 2		Z >	32.0	Z >	36.0 TK NA	χ. NA.	N'	2
NATIONAL NORM	6.8	6.3	50%	50% · 7.8	50%	8.8 \$0%	50%	8.6 \$05
							•	

1		DIFFF	ENCE IN E	XPECTED /	ND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75.	IS~ 1974-75	₹u				
STIB IEOT	,	READ	READING .			MATH COMPUTATION -	PUTATION			MATH CONCEPTS	NCEPTS	
SUBJECT								,				
GRADE	6	7 ,	80	90	6	7.	8	9	6	7	8	ي
		-2.4	-2.4 +0.8 -1.0	-1.0		0.0+	+0.0 +2.5 +2.0	+2.0	•	-6-1	+0.4	Z >
						305	ACE	365		394	328	Z D
PUPILS TESTED 4	•	395	395 328 393	393		395	395 326 392	26.6		, ,		28
	-								,			•

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 197475.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.

The number of pupils included in the difference score will typically be less than the number tested in 1974.75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

SY GRADE LEVEL PEPCENTAGE DISTRIBUTION

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AUE LEVEL	TH CUMPUTATION STAVINES	NTAGE, DISTRIBUTION	

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	80	7	16	.	i	.06	07	<b>a</b>
	9	4		<u>i</u>	1	04	40	2
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- At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two in stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that the range of skill encompassed by each Stanine scores are derived by dividingclude very low scores and, to the exten ment. Grade-level performance af each middle three stanines - 4, 5, and 6 from one grade to another. This constant five. The lower three stanines denote The

> expected by marking answers without read eight and nine indicate very high levels relatively strong skill deficits, Stanines that the test scores are valid, indicate answering almost all questions correctly. answer only at about chance level of the indicate near perfect performance; that is ing the questions. Stanine nine scores test; that is, in about the score range of skill. Pupils scoring in stanine one

shown to the right of the term "NATL/NORM norm group scoring in each stanine is GRP" shown above. Note that stanines ative populations, and that the more ex percent of the pupils tested jn the norm four, five, and six include the middle 54 The percentage of pupils in the national

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tive group scored at or below stanine For example, 23 percent of the porma cents up to and including that stanine pupils at or below any particular stasmaller percentages. The percentage of three (4% + 7% + 12% = 23%). nine may be computed by adding all per treme stanines contain progressively

geneity of achievement levels at that may develop a notion about the heteroat the higher stanines. achievement average, most schools will grade. No matter what the school at each grade level for the school, one have some pupils at the lower and some By, inspecting the stanine distribution

1973-74	1974-75	SCHOOL YEAR	• •
941	861	14	
35.7	39.8	MEMBERSHIP	
35.7 57.4	57.4	* BLACK.	STUE
6.9	2.8	* HISPANIC WHITE AND	STUDENT TRENDS
22.3	36.5	(A)	RENDS
22.3 87.9	86.4	ATTENDANCE	
<b>.</b>	4	ADMINIO ADMINIO	,
55	57	AOMINISTRATORS INSTRUCTIONAL	`
30	23	PERSON!	•
34.5	40.3 15.7	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
16.4	15.7	* BLACK	STAFF
49-1	**•0	* HISPANIC.  * WHITE AND	TRENDS
37.1	39.2	MA NW	. <b>X</b>
7.2	7.2	1 3 7/0 7/0s	•
. 59	54	FLA TEARS  FLA TEACHING  EXPERIENCE  UTIL PLA	
2	1065	OPERTION	OR C
×	73		TRENDS
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NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR >	GRADE	
. 8.9	1	•	<i>•</i>		1974-75	6	ACHIEVE
8.8	N.X				1973.74		MENT TRE
50%		3			1974-75	, ,	ACHIEVEMENT TRENDS: PERCENTILE SCORES 1.
50% 7.8	2				1973-74		NTILE SC
50%					1974-75° 1973-74	8	)RES 1.
8.55	N.					,	
50%	2	22.0	16.0	581	.1974-75	9	
50% \$00%	Š	- 7.0*	6.9*	643*	1973-74		

•	,	DIFF	RENCE IN	EXPECTED	AND ATTA	NED MEAN	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974.75 3				æ	
SUBJECT		REA	READING			матн сом	MATH COMPUTATION			MATH CONCEPTS	NCEPTS 2	
GRADE .	6	7	80	. 9	6	7	<b>,</b>	9	6	7	8	9
			•								_	:
DIFFERENCE	•			-1.8				-1.3		0		Z  >
PUPILS TESTED 4	3			433		•	· •	427		•		2 >
							•					0

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974.75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2-percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher market are presentile. higher grades are percentiles.
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

TO CEADE	Dt:10v 3a su	PERCENTAGE
545	STANINES	AGE DISTRIBUTION

	BY GRADE LEVEL	OF WATH COMPUTATION SI	PERCENTAGE DISTRIBUTION
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PERCENTAGE DISTRIBUTION OF MATH GONCEPTS STANINES BY GRADE LEVEL

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	. 2	7	1	1	•	23	1	
	w	12	1	1	į	27	;	-
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	6	17	1	i	1	07	1	1
	7	12	`	.1	ł	40	Ì	-1
	œ	7	1	1	1	01	1	1
	9	*		1	_1_	21	1	_
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	* •	GRP GRP	⁵ 12	·	0 10	<b>→</b> 20 0	n •	

#### 2 STANINE 17 20 . 17 o 12

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### 4 At least one pupil but less than 0.5% scoring in this stanine

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STANINE • 12

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clude very low scores and, to the extent middle three stanines - 4, 5, and 6 grade-level test into nine equal portions. use essentially the same metric, or unit, achieversent. Stanines one and two ingrade is at about the middle of stanine denote "about average" levels of achieve-Stahine scores are converted scores that stanines progressively higher, levels of progressively lower, and the three higher the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to five, The lower three stanines denote ment. Grade-level performance at each, unit enables scores to be organized in a from one grade to another. This constant The

> eight and nine indicate very high levels relatively strong skill deficits. Stanines that the test scores are valid, indicate answer only at about chance level of the answering almost all questions correctly. expected by marking answers without readof skill. Pupils scoring in staning one indicate near perfect performance; that is, ing the questions. Stanine nine scores test; that is , in about the score range

shown to the right of the term "NATL NORM ative populations, and that the more expercent of the pupils tested in the norm four, five, and six include the middle 54 GRP" shown above. Note that stanines norm group scoring in each stanine is The percentage of pupils in the national

> tive group scored at or below stanine smaller percentages. The percentage of three (4% + 7% + 12% = 23%). cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular statreme stanines contain progressively For example, 23 percent of the norma

achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the heteroat each grade level for the school, one at the higher stanines. By inspecting the stanine distribution have some pupils at the lower and some

				•
1973-74		1974-75	SCHOOL	
2647		2694	111	
13.6		16.9	MEMBERSHIE'Y	
20.1		25.7	* OLACK	STUE
20.1 61.3		57.4	* HISPANIC * WHITE AND	STUDENT TH
21.3 91.0		25.2	/A \	TRENDS
0.16		87.0	ATTENDANCE RATE &	
5		رن ن	ADMINICE &	
611		125	AOMINISTRATORS INSTRUCTIONAL	
55		43	PERSONAL PERSONAL	
10.1		12.8	PERSONNEL & BLACK	
20.5	<u>,                                    </u>	4.8	* HISPANIC	STAFF
81.4	2.	. 82.4	N// ~	TRENDS
74.4	, , ,	58.7	Ma & WITH	S
11.0	n	11.6	OR MIGHER  A VG VEARS  EXPERIENCE  UTIL	,
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	ACHIEVE	EMENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	CENTILE S	CORES'			
GRADE	9		11		-	<del>-</del>		
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1973.74	1974-75	1973-74	1974-75	1973,74
PUPILS TESTED			813	718*	718* 207	703*	451	554*
READING MEDIAN		,	48.0	12.5*	12.5* 54.0	14.2* 56.0 (15.0*	56.0	15.0*
MATHEMATICS MEDIAN		0	50.0	10.9* 56.0	56.0	13.4*	62.0	13.8*
NATIONAL NORM	50%	50% 8.8	50 <b>%</b>	50% 10.8	<b>%</b> 05	50% 11.8	50%	50% 12.8

DIFFE	RENCE IN	EXPECTED	AND ATT	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	NS - 1974	-75 ²		
SUBJECT		READING	DING			MATHEMATICS	ATICS	•
					,	;	:	2
GBADE	9	10	11	12	9	10 3 11	===	2
DIFFERENCE		-0-6	-0.6 +1.1 +0.0	+0.0	-	-1.0	-1.0 +2.8 +1.2	+1.2
PUPILS TESTED 3		606	6£E 895	6.6.8	, ,	605	567	398

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in
percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another,
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The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

^{2.} The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils accord higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

PERCENTAGE DISTRIBUTION OF READING STAVINES Y

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	/	SPP GPP	12	=	<u>5</u>	<u>.</u>	z.	7
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PERCENTAGE DISTRIBUTION OF MATHICONCEPTS STANINES BY GRADE LEVEL

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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

clude very Jow scores and, to the extent grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of another as shown in the charts above. consistent fashion from one, grade to progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievemiddle three stanines # 4, 5, and 6 -Stanine scores are derived by dividing Stanine scores are converted scores that five. The lower three stanines denote ment. Grade-level performance at each the range of skill encompassed by each use essentially the same metric, or unit, unit enables scores to be organized in a from one grade to another. This constant

relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	<del> ,</del>		
1973-74	1974-75	SCHOOL YEAR	
2525	2706	111	
2525 34.2 12.7	34.9	MEMBERSHIP X	
12.7	13.9	& BLACK  & HISPANIC	. STUD
3.1	1.2	1 * Mu > 1	STUDENT TRENDS
3.1 35.1	21.4	784	ENDS
93.9	87.1	1 42 N	
6_	÷	ADMINISTRATORS	
132	132	INSTRUCTIONAL STAFF	
52	46	PERSONIA	
52 25.0	28.0	PERSONNEL * BLACK	-
3.8	5.3	* HISPANIC	STAFF
3.8 71.2 32.1	66.7	WHITE AND	STAFF TRENDS
32.1	35.6	1, 2	)S
,7.5	7.6	OR HEGREE  A VO YEARS  EXPERIENCE  * PLA	
109	109	ERIENCE UTILIZATION EXPLANT	
N N	924	TENEN IN	ORG
×	22	CONTRACTED AER PURIL	TRENDS
		UPIL	SIONAL

•	ACHIEVE	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES'	CENTILES	coges'			
GRADE	9		1			_	12	
SCHOOL YEAR	1974-75	1973-74	1973.74 1974.75 1973.74 1974.75 1973.74 1974.75	1973-74	1974-75	1973-74	1974-75	1973.74
PUPILS TESTED	-		714	705	608	624	320	413
READING MEDIAN			16.0	18.3	16.3	14.3	16.0	14.0
- MATHEMATICS MEDIAN	,		20.0	22.3	20.3	22.0	20.0	22.0
NATIONAL NORM	50% -	8.6 %09	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

	)								
		DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75?	EXPECTED	AND ATTA	VIŅED MEX	NS - 1974	<b>-75</b> ²		
	SUBJECT		READING	DING			MATHEMATICS	IATICS	
	GRADE	9	ō	=	12	9	10/	11,	12 _f
	DIFFERENCE		+0.6	+0.6 -0.3 +0.5	÷3.5		-1.1	-1.1 +0.2 +0.7	+0.7
	PUPILS TEŠTED 3		571	571 478	281		571.	571. 477	281
_	. 0				•				

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the
  extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentils
  units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

BA CAVIE LEAL	JE READING	PERCENTAGE
	STANINES	DISTRIBUTION

ΒY	유	934
GRADE	YA I	CE
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LEVEL	OMP	
E	UTAI	1151
	MATH COMPUTATION	DISTRIBUTION
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PERCENTAGENDISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

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## ♣ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to Stanine scores are converted scores that ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in-a from one grade to another. This constant use essentially the same metric, or unit, five. The lower three stanines denote middle three stanines - 4, 5, and 6 -The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 1.2% = 23%).

1973-74	1974-75	SCHOOL YEAR	
4538	4642	11/2	1
7.4	6.9	MEMBERSHIP X	
	93.0	* BLACK	STUE
79.6 13.0	93.0 10.1	* HISPANIC * WHITE ANO OTHER	STUDENT TRENDS
21.1 91.3	21.2	1 80	RENDS
91.3	91.3	TRANSIENCY RATE &	0
		ATTENOANCE AOMIN	
, 214	219	AOMINISTRA TORS	
•		INSTRUCTIONAL OF	
<b>412.6</b>	111.4	PERSONNEL	
80 -12.6 14.5 72.9 34.8	11.4 15.9	* OLACK	STAFF T
72.9	72.4	* HISPANIC  WHITE AND	F TRENDS
34.8	34.2	Ma * Wi	DS
. 840	8.6	OR MIGHER  AVG  EXA TEVEA	
14.4	152	ERIENCHING	
. ××	914	UTNLIZATION  EXPENSION  EXPENSION  OPER PUPIL  CONVINCIONAL  OPER PUPIL  CONVINCIONAL  OPER PUPIL  CONVINCIONAL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  OPER PUPIL  O	ORG
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	ACHIEVE	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	CENTILES	CORES'	9		
GRADE		,	1		<u></u>	b 1	. 12	``
SCHOOL YEAR	1974-75	1973-74	1974.75 1973.74 1974.75 1973.74	1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	1973-74
PUPILS TESTED			. 1581	1474* 1227	1227	1354# 1013	1013	*8801
READING MEDIAN			30.0	*C*& .	2.0+ 28.0 - 19.4+ 32.0	19.40	32.0	11.2*
MATHEMATICS MEDIAN			38.0	7.3*	7.3* 38.0	. 0.6.	38.0	10.9*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	<b>50%</b>	50% 11.8	50%	50% 12.8

DIFF	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-752	EXPECTED	AND ATTA	NED MEA	NS - 197	1.75°		:
SUBJECT		READING	DING			MATHEMATICS	MATICS	
GRADE	φ	٥ .	11	12	9	10	11	· 12
DIFFERENCE .		-0.1	-0.1 -0.4 +0.5	+0.5		+1.5	+1.5 '-0.4 +0.1	+0.1
PUPILS TESTED 3		913	913 1025 877	977		£16 _.	913 1025	874

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in
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PERCENTAGE PISTO IBUTION

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#### SY GRADE PERCENTAGE DISTRIBLTION OF MATH COMPUTATION STANINES

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	STANINE	` **	17	20	23	26	1	ł	ŀ	
		w	12	20	20	18	ì	i	1	
1	ŀ	2	7	01	<b>97</b>	0	ł	1.	1	

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#### PERCENTAGE DISTRIBUTION OF MATH CUNCEPIS STANINES AY GRADE LEVEL

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## At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two ingrade-level test into nine equal portions. The use essentially the same metric, or unit, another as shown in the charts above. consistent fashion from one, grade to Stanine scores are converted scores that clude very low scores and, to the extent progressively lower, and the three higher unit enables scores to be organized in a grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant five. The lower three stanines denote tenines progressively higher, levels of Grade-level performance at each

> eight and nine indicate very high levels that the test scores are valid, indicate answering almost all questions correctly answer only at about change level of the relatively strong skill deficits. Stanines indicate near perfect performance; that is, expected by marking answers without readtest; that is , in about the score range of skill. Pupils scoring in stanine one ing the questions. Stanine nine scores

shown to the right of the term "NATL NORM norm group scoring in each stanine is percent of the pupils tested in the norm four, five, and six include the middle 54 GRP" shown above. Note that stanines ative populations, and that the more ex The percentage of pupils in the national

> smaller percentages. -The percentage of cents up to and including that stanine. pupils at or below any particular stathree (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the norma nine may be computed by adding all pertreme stanines contain progressively

grade. No matter what the school at each grade level for the school, one at the higher stanines. achievement average, most schools will geneity of achievement levels at that may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

### SOUTHWEST AREA 5

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	LEEWOOD	KENWOOD	KENDALE	GREENGLADE	FLAGAMI	FAIRLAWN	FAIRCHILD, D.	EVERGLADES	EMERSON	CYPRÉSS	CORAL TERRACE	CORAL PARK	BLUE LAKES	BANYAN	Elementary Schools
· ·		•			V	•			: • • • • • • • • • • • • • • • • • • •		,		•		ry School
1	VINELAND	VILLAGE GREEN	ROPICAL	SYLVANIA HGTS.	SUNSET PARK	SOUTH MIAMI	SNAPPER CREEK	SEMINOLE	ROYAL PALM	ROYAL GREEN	ROCKWAY	OLYMPIA HGTS.	MARTIN, F. C.	LUDLAM	S
J A W	•		G				y.	1	WEST MIAMI	SOUTH MIAMI	ROCKWAY	RIVIERA	RICHMOND HGTS.	GLADES'	Junior High Schools
•			<i>7</i> .	•					5		SOUTHWEST MIAMI	SOUTH MIAMI	MIAMI KILLIAN	MIAMI CORAL PARK	Senior High Schools

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1973774	C/-+/81	35 750		SCHOOL YEAR	•
689		663	` :	4	
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47-4		6.15		* BLACK	STU
51.9		42-1		* HISPANIC  * WHITE AND	UDENT TRENDS
13.1		10.8		To PR VO	RENDS
93.6		94.5	`	TRANSIENCY RATE &	
			ト	ATTENDANCE RATE &	
- 27		32	\ 	ADMINISTRATORS	
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1,507	-	21.0		PERSONNEL	
9	1	7	1	* BLACK	ŞTAFF
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>		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	DUIVALENT	SCORES 1					
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	1074.75	1075-74	1974-75	1973-74	1974-75 1973-24 1974-75	1973-24	_	1973-74	(1974-75	1973-74	1974-75	1973-74
SCHOOL YEAR	19/4-75	19/3-/4	10/4/0				_		62	119	126	123
DIDILO TOSTED	79	78	68	75	. 79	81	<b>%</b>	α υ	. 0	•	į	
- W. I.O. I.O. I.O.						+	,		6_3	5-6	4-0	7.6
READING MEDIAN	1.7	. 8	3.2	3.0	3.7	) *::	•	/ <b>*</b>	:			
		د		2	6	4.5	6.5	6.3	6.7	6.6	7.2	α
MATH COMPUTATION	ده د <b>د</b>	2.2	3.1	7,000	1 240				1		7 5	
MATH CONCEPTS MEDIAN 2	2.2	NA	3.4	N	3.9	N N	9	NA		NA	;	>
NATION*** NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	<b>4</b> .8	5.8	5.8	6.8	6.8
												-

		פּק	FEBENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED N	EANS -	1974-75	<b>ຜ</b>					\
SID IECT	·	<b>.</b>	READING	1			МАТН	MATH COMPUTATION	ATION			МАТН	MATH CONCEPTS	PTS	
SUBJECT			600000							-					
GRADE	2	2 3	4	<b>5</b> 7	<b>Q</b>	2	ω°	4	57	თ	N	3	4	on	6
0.000								,	5		÷0-2	•0-1	+0-2 +0-1 +0-5 +0-1		<b>•</b> 0•0
DIEEEBENCE	+0-2	+0.0	+0.0	+0.0	+0.2 +0.0 +0.0 +0.0 +0.1 -0.1 -0.3 +0.1 +0.0 -0.4	0.1	0.3	+0-1	0.0			-			
Con the contract								77	75	100	56	59	73	75	109
DIDIIS TESTED 4	85	60	73	75	58 60 73 75 109 56 59 73 75	56	9	7		•	ر ٔ	,		,	
									,						

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schoole-taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

^{2.} Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

^{--4.} The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus -expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents
the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STAVINES BY GRADE LEVEL

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04	05	80	22	25	16	10	07	03	^ ب ر	г
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BY GRADE LEVEL	QF	PEF
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	<b>ш</b> .	12	80	9	03	22	16	.0
STANINE	*	17	20	9	12	13	18	19
I NE	5	20	28	17	12	26.	15	19
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	۰,		05	9	9	0	10	5
		_	<u> </u>		- 0			

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		NATE NORM GRP	,   6	<b>)</b>	n □ ;	∍ ⊅ ¢ W	n. N	-
	·	4	SE SE	03	6	0	. 06	40
	2	7	ó3	40	۵,	07	05	40
	w	12	04	7	07	13	13	07
STANINE	4	17	15	10	7	12	90	91
E N	5	20	23	, 19	19	30	20	14
	6	17	28	24	20	23	20	Į.
1	7	12	9	. 10	10	80	21	23
1	œ	7	9	10	14	03	05	13
	9		07	90	.0	04	05	07
			٠					

### ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stahines one and two instanines progressively higher, levels of clude very low scores and, to the extent grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines - 4, 5, and 6 grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to use essentially the same metric, or unit, progressively lower, and the three higher ment. Grade-level performance at each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant five. The lower three stanines denote the range of skill encompassed by each Stanine scores are converted scores that The:

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1973-74	1974-75			
-	75		SCHOOL YEAR	
11	10		YEAR	1
1116	8801	7	NERAGE DAILY	
			MEMBERSHIP	1
0-6	0.7		2 17/6	
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25-4 74-0 12-4 94-0	31.4	-	8	STUDENT TRENDS
_	6	`	* HISPANIC	Ē
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94.	93.8		477	
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2		1	MINISTO	
			ADMINISTRATORS	
<u>.</u>	*	1	STUCTION	
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17	5		PERSONA	
7.27	21.2	١	VEI	,
	· ·	纟	* 81	
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		ÁCH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE EC	UIVALENT	SCORES 1					
GRADE	1		2	•	ر د د				5		6	
SCHOOL VEAR	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74
שנחטטר יברויי	•		_						1	1772	1 93	210*
BUPILS TESTED	96	96 . 121#	128	138*	134	135*	127	1744	107		ļ ;	
BEADING MEDIAN	1.8	1.6*	2.8	3.1*	3-1* 4-1	3.9*	8.4	5-0*	6.2	5.6*	6. 7	1-4-
		·					1	,	2 3	5.8*	6.7	7.2*
MATH COMPUTATION	2.2	2.3* 2.9	2.9	3, 1*	4.5	4.3*	5.0	4.9=	2.0	,		
MATH CONCEPTS MEDIAN 2	2.4	Z	2.8	N A	. 5.0	N N	5.2	2	5	× ×	7.1	z >
	*											•
NATIONAL NORM	1,8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5,8	6,8	6.8
			,				•					

	-	DIF	FERENC	E Z EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	1974-75	3				-	
SUBJECT		<b>"</b>	READING				MATH	MATH COMPUTATION	ATION	: 		MATH	MATH CONCEPTS	PTS	
OCCUPACION.											,	,	•	1	,
GRADE	N. 1	ω	.4	σı	<b></b>	; ;	ω	4	5	6	2	ω	•	0	
						3	5	100	5	-0.2	-0.3	÷0•3	-0.3 +0.3 -0.2 +0.1	+0.1	
DIFFERENCE	+0-3	•0.0	0.0	-0.1	+0-1	+0.3 +0.0 +0.0 -0.1 +0.1 -0.2 +0.3 -0.4 +0.1 -0.2	*0.5	-0-4	1.00	1.5					
	103	13	109	153	159	103 113 109 153 159 104 116 109 153 159	116	109	153	159	104	116	104 116 109	153	46.1
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- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Gld" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION
OF READING STANINES

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,	-	4, 4	. \$	0	793	03	0.5	83
	2	7	80	06	90	10	» <u>1</u>	8
	w	12	13	16	14	90	. 12	14
STAN	4	17	17	18	16	13.	9	15
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GRADE	MATH	PERCENTAGE
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#### OF MATH CONCEPTS STANINES BY GRACE LEVEL

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		[©] 주문	6	S	4	w´	2	-
		4	0	ng)d	9 3	2	05	2
	2	7	07 1	. 08	G	10	13	0
	w	12	9	11	10	11	12	80
STANINE	*	17	14	18	91	08	20	=
NE.	· 51	20 ` 17	20	24	20	<b>1</b>	12	.16
0	6	17	20	<b>13</b>	19	29	12	18
	7	12	9	12	12	16	11	28
	•	7	80	2	08	10	11	14
	•	•	08	07	05	10	05	03

### ♠ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade is at about the middle of stanine clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade-level test into nine equal portions. the range of skill encompassed by each Stanine scores are converted scores that denote "about average" levels of achieve-Stanine scores are derived by dividing another as shown in the charts above. use essentially the same metric, or unit, middle three stanines – 4, 5, and consistent fashion from one, grade to unit enables scores to be organized in a rom one grade to another. This constant The lower three stanines denote Grade-level performance at each

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_	-1		_		
	1973-74	1974-75		SCHOOL YEAR	
	973	967		4 v. "	
L	4.0	0.2		MEMBERSHIPY	
L	50 \$7	55.6		* BLACK	STUDENT
	49.2	***2		* WHITE AND	
	9.1	5.2		TRA	RENDS
	94.2	94.0		ATTENDANCE	
L	2			ADMINISTRATORS	
-	39	3		INSTRUCTIONAL STAFF	-1
-	18	+	┿	PERSONS.	•
	23.1	+	37	PERSONNEL  * BLACK	
ľ	. 2.0	_	ì	* HISPANIC	STAFF
	14.5		72.2	. W. 🔪	TRENDS
	0.07		26.1	MA & WIT	S
~	•	7 7	8 3	OF HIGHER  FLA TEACHING  UTIL	
	100	2	109	UTIL PLAN	
,	N >	1	734	UTILIZATION  OPERATING  PERPENSES  CO	ORG
	>		_	CONTRACTED PER PUPIL	ORGANIZATIO
				PUPIL	SANAL
	_			<u> </u>	

NATIONAL NORM		MATH CO	MATH CO	READING MEDIAN	PUPILS TESTED	30,100	SCHOOL VEAR	GRADE	
, r. 10	NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION	MEDIAN	ÈSTED	7	VEAR		,
	1.8	2.1	2.1	1.7.	132	ľ	1974-75	1	
2	1.8.	Z >	2:4	1.9	108		1973-74.	-	АСН
	8.2.	4.0	. 3.5	3.3	114		1973-74. 1974-75 1973-74	2	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
	2:8	N.	13.4	3.5	0,0				TRENDS:
*	3.8	5•2	8.4	• 5	211	113	1974-75	ω	GRADE EQ
	3.8	, N	. 5.3	4.0	154	124	1973-74	-	UIVALENT
	4.8	5.6	5.1	•	+	145	1974-75	4	SCORES 1
	4.8	NA	6.1		n	141	1973.74		
V	5,8	0.5			5 7	152	1974-75	5	
	5.8	× ×		3 3	2	168	1973-74	,	
	6.8		3,	n	7_9	175	1974-75	- 6	
	6.8	N N	9	n.	7:1	184	1973-74		

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	· A	,DIE	FERENCI	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475	ND ATT	AINED M	EANS -	1974-75	, u					
SIBECT		1	READING			,	MATH COMPUTATION	COMPUI	ATION			HTAM	MATH CONCEPTS	PTS	
acasec.														1	,
GRADE	2	ω	3 . 4 . 5 . 6	σī	6	2	ω	4	σı	6	2	ω	4	٥	a
0								5	3	5	÷0.7	+0-6	+0-7 +0-6 +0-1 +0-1 +0-3	+0.1	¥0.3
DIEEEBENCE	+0.4	+0.2	-0.5	0.1	+0.4-+0.2 -0.5 -0.1 +0.5 +0.4 +0.4 -0.7 +0.4	+0+	+0.4	9	2.0	•					
סוון רוורווסר	,						?		122	155	40	10	94 94 124 133	133	155
PLIBITS TESTED 4	94	94	125	135	94 94 125 135 156 94 94 124 133 13	94	. 94	124	100	100	,			1	l
61 100 100 100				L											

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PERCENTAGE DISTRIBUTION
OF READING STANINES
*BY GRADE LEVEL

BY GRADE LEVEL

PERCENTAGE DISTRIBLTION OF MATH COMPUTATION STANINES

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	w	12	0.4	13	10	80	9	0.1	
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INE	5	20	. 24	ر ا	8,	25.	20	.25	
	•	17	1.8	16	12	23	12	12	
	. 7	1,2	76	.07	67	س	5,	11	
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	\$	ě.	06	03	<b>o</b> ,	80	16	. 05	
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STANINE	4	17	13	13	23	03	بر س	16
I NE	5	20	10	. 18	27	18	9	27
Ö	٥	<b>17</b>	23	.14	15	22	25	13
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	.00	7	13	14	83	18	11	0
	<b>,</b> و		15	. 18	03	12	14	96
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRACE LEVEL

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STANI NE	4	17	15	15	12	10	9	=
NE,	5	20	22.	18	19	21	10	. 20
	6	17	16	26	26	16	18	33
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grade-level test into nine equal portions. another as shown in the charts above. achievement. Stanines one and two instanines progressively higher, levels of the range of skill encompassed by each consistent fashion from one, grade to Stanine scores are converted scores that clude very low scores and, to the extenprogressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine Stanine scores are derived by dividing use essentially the same metric, or unit ment. Grade-level performance at eacl denote "about average" levels of achieve middle three stanines -4, 5; and 6unit enables scores to be organized in a from one-grade to another. This const

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			\		٠
1973-74		1974-75	•	SCHOOL	
827	1	766	` .	qu. ".	
0		0-4	Ţ	MEMBERSHIP & BL	
39.6		66.1		* BLACK	STUE
0.40	350	33.5		% HISPANIC % WHITE AND	STUDENT TRENDS
	,	13.3		TRICA	ENDS
TOO O	3 70	94.9		~7>-	
	_			ADMINICE ADMINICE	
! خ	27	32		ADMINISTRATORS INSTRUCTIONAL	
	21	71		PERSONAL	**
	21 22.2	0.17		PERSONNEL & BLACK	
·*	3.7	6.21	_	* HISPANIC	STAFF
~ 2	74.1	93.		W	TRENDS
L	21.2		3 20	MA & WITH	Si
	11.5		12.1	MA WITH A PORT OF HIS PERFENCE OF A VOTE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF THE A CHING OF	
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	. `			CONTRACTED EXPENSES	20.00
L	_	<del>-</del>			<u> </u>

		MATH CO	MATI	READ		D 0	SCHO	3	GRADE			
	NATIONAL NORM	MATH CONCEPTS MEDIAN 3	MATH COMPUTATION	READING MEDIAN	6 -10	BIIBII S'TESTED,	SCHOOL YEAR	2 VIAO	m .			•
	1.8	2-4	. 2.9	2.2		35		1974.75	•		•	
	1.8	Ž	3.0	20.5		56	-	1973-74			ACH	
	2.8	3.5	3.9		ر م ا	78		1974-75			ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	
	2.8	N N	3		3	2 105		1973-74			TRENDS:	
	3.8	5.4	•		4 3	107		1974-75		٠.	GRADE EO	
	3.8	2			4.0	124		1973-74			UIVALENT	
	<b>4</b> .80	5.4			5.1	[04	division of	1974-75	<u> </u>		SCORES	
	<b>4</b> .8	N A			4.5		135	1973-74				
	5,8	:		<b>X</b>	6.0	ļ	122	1974-75		, O		
	5,8	N A		6.7	<b>1</b>		130	1973-74	4			
	5,8		77	8.5	6.9		119	1974-75		თ		
	6.8	Z		8	6.7		120	1973-74		_		

			무	FERENCI	IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AINED M	EANS -	1974-75	မ					
>			20	READING				MATH COMPUTATION	COMPUT	ATION		,	MATH	MATH CONCEPTS	PTS	
	SUBJECT												·		,	צו
		2	ယ	4	<b>σ</b> 1	ð	. 2	ω	. 5		6	2 .	ü	•	U	٥
	GRADE .							3	2		5	. +0-1	+0-3	+0-2	+0.4	. +0-6
	DIEFERENCE	+0.0 +0.2 +0.1 +0.1 +0.3 +0.7 =0.2 +0.3 *0.7	+0.2	+0.1	÷0.1	+0.3	.0.									
		37	23	99	98	102	37 93 99 98 102 37 89 98 98	.89	98	98	104	37	92	. 98	98	92 98 98 104
	PUPIL STIED									. •	٩					
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PERCENTAGE DISTRIBUTION OF READING STANINES

		NAT		n	r. 😊 3	• æ c	י	
		NATL NGRM GRP	ė	S.	*	w	~	
	1.	4.	0	0	05	ဂ	0	63
	~	- 7	03	٥,	[^] 05	٥ <u>,</u>	9	ដ
	w	12	0.8	09	05	0.1	80	13
2		17	19	19	. 18	17	. 20	10
CTANING	, n	20	27	23	29	, 18	26	10
	o	17	16	21	20	28	19	18
	٠~	12	13	֝֡֝֟֝֝֡֟֝֝֟֝֝֟֝֝֟֝֜֝֟	14	90	97	23
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stanines progressively higher, levels of grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to clude very low scores and, to the extent achievement: Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine Staning scores are derived by dividing ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The lower three stanines denote

> eight and nine indicate very high levels relatively strong skill deficits. Stanines answer only at about chance level of the answering almost all questions correctly indicate near perfect performance; that is, expected by marking answers without readthat the test scores are valid, indicate ing the questions. Stanine nine, scores test; that is, in about the score range of skill. Pupils scoring in stanine one

ative populations, and that the more expercent of the pupils tested in the normfour, five, and six include the middle 54 GRP" shown above. Note that stanines shown to the right of the term "NATL NORM norm group scoring in each stanine is The percentage of pupils in the national

> pupils at or below any particular stasmaller percentages. The percentage of cents up to and including that stanine. nine may be computed by adding all pertreme stanines contain progressively three (4% + 7% + 12% = 23%) tive group scored at or below stanine For example, 23 percent of the norma-

grade. No matter what the school at each grade level for the school, one geneity of achievement levels at that By inspecting the stanine distribution at the higher stanines. achievement average, most schools will may develop a notion about the heterohave some pupils at the lower and some

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in 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An atterisk (*)
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^{4.} The number of purils included in the differages score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES

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grade-level test into nine equal portions. clude very low scores and, to the extent achievement, Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 unit enables scores to be organized in a five. The lower three stanines denote

> expected by marking answers without readanswer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines answering almost all questions correctly. of skill. Pupils scoring in stanine one that the test scores are valid, indicate test; that is , in about the score range indicate near perfect performance; that is ing the questions. Staning nine scores

shown to the right of the term "NATL NORM ative populations, and that the more ex percent of the pupils tested in the norm-GRP" shown above. Note that stanines norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the national

> smaller percentages. The percentage of tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular statreme stanines contain progressively three (4% + 7% + 12% = 23%). For example, 23 percent of the norma-

geneity of achievement levels at that at each grade level for the school, one achievement average, most schools will grade. No matter what the school may develop a notion about the heteroat the higher stanines have some pupils at the lower and some By inspecting the stanine distribution

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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
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PERCENTAGE DISTRIBUTION OF READING STANINES
BY GRADE LEVEL

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GRADE LEVEL	MATH CCNCEPTS STANINES	
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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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ų,	8	INSTRUCTIONAL STAFE	•
28	16	PERSONA	
22.2	22.5	PERSONNEL & BLACK	
0	9.0	8 4.	STAFF
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		35.	1079 74	1074.75	1979.74	1974.75	1973-74		1973-74	1974-75	1973-74	1974-75	1973-74
	'SCHOOL YEAR	1974:75	1973-74	1974-75 (1973-74	1973-74	1974-75	1973.74	<u> </u>	1973-74	+	16/2/4	+-	166
	PUPILS TESTED	, <u>5</u> 6	121	114	119	.124	144	148	144	•	751	00.1	
	BEADING MEDIAN	1.8	1.8	3.0	2.8	3.9	38	4.8	4.5	5.8	ران +	- 6.7	6.0
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	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	ð	4.8	55.08	5.8	8.3	<b>6</b> .00

		, DIF	FERENCI	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AINED N	EANS -	1974-75	٥					
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PUPILS TESTED .							2								

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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BY GRADE LEVEL . PERCENTAGE DISTRIBUTION OF READING STANINES

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### PERCENTAGE DISTRIBUTION \ OF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### NORE NATI 2 9 40 12 STANINE 8 17 5 12 20 27 5 16 16 8 17 1 23 12 6 07 8 10 8 17 15

# At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher another as shown in the charts above five. The lower three stanines denote Stanine scores are derived by dividing consistent fashion from one, grade to Stanine scores are converted scores that grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit,

> answer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines answering almost all questions correctly. indicate near perfect performance; that is ing the questions. Stanine nine scores expected by marking answers without readtest; that is, in about the score range of skill. Pupils scoring in stanine one that the test scores are valid, indicate

norm group scoring in each stanine shown to the right of the term "NATL NORM ative populations, and that the more expercent of the pupils tested in the norm four, five, and six include the middle 54 GRP" shown above. Note that starlines The percentage of pupils in the national

> smaller percentages. The percentage of tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all per pupils at or below any particular sta- ' treme stanines contain progressively three (4% + 7% + 12% = 23%)For example, 23 percent of the norma-

geneity of achievement levels at that at the higher stanines. achievement average, most schools wil grade. No matter what the school may develop a notion about the heteroat each grade level for the school, one have some pupils at the lower and some By inspecting the stanine distribution

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מבאטוויס אירטיסיי					•	3	-1	*6.7	6.6	6.3*	7.8	7.6*
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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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4c	0	17	16	19	18	21	90	17
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	Čo	, 1	13	98	.69	9	04	60
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### PERCENTAGE DISTRIBUTION DF MATH COMPUTATION STANINES BY GRADE LEVEL

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ı	<b></b>	12	15	10	8	16	08	04
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### ) — At least one pupil but less than 0.5% scoring in this stanine.

clude very low scores and, to the extent stanines progressively higher, levels of achievement. Stanines one and two ingrade-level test into nine equal portions. Stanine scores are derived by dividing another as shown in the charts above. progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieveconsistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote the range of skill encompassed by each middle three stanines -4, 5, and 6 from one grade to another. This constant

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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PERCENTAGE DISTRIBUTION
LF READING STANINES

-	C3	12	27	18	18	11	07	2	03	
· N	12	20	16	18	14	07	07	0.4	.0	
w	69	14	26	18	17	80	90	03	0	
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ATL SRP	. 4	7	12	17	20	17	12	7	•	
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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6	17	18	15	11	19	21	21
7	12	. 16	0.	9	08	90	05
<b>.</b>	7	0,4	0	0.4	90	07	07
9	•	03	0	01	03	0,4	03
	3 4 5 6 7 8	7 12 17 20 17 12 7	01 05 13 20 20 18 16 04 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	03 06 17 23 30 15 04 0 01 05 13 20 20 18 16 04 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	01 12 11 28 22 11 09 04 03 06 17 23 30 15 04 0 01 05 13 20 20 18 16 04 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	R 3 0 06 13 17 28 19 08 06 A 01 12 11 28 22 11 09 04 E 5 03 06 17 23 30 15 04 0 - 6 01 05 13 20 20 18 16 04  NATL NORM 4 7 12 17 20 17 12 7 GRP 1 2 3 4 5 6 7 8	05     09     09     16     19     21     09     07       0     06     13     17     28     19     08     06       01     12     11     28     22     11     09     04       03     06     17     23     30     15     04     0       01     05     13     20     20     18     16     04       4     7     12     17     20     17     12     7       1     2     3     4     5     6     7     8

415

## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievethe range of skill encompassed by each from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that  $\dot{m}$ iddle three stanines – 4, 5, and 6 – The lower three stanines denote The

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_		_	_		•	
101014	197274		1074.75	`	SCHOOL YEAR	,
	747		708	` .		
	0.3		0.8	_	MEMBERSHIP &	
	45.2	,	50.8		* BLACK	STU
	0-3 45-2 54-5 19-4		48.4		* WHITE AND	STUDENT TRENDS
	19.4		19.0		180	RENDS
•	93.9	_	93.8		TRANSIENCY RATE &	
	_	-	<b>.</b>	\  -	ATTENDANCE RATE &	
	23	;	32		AOMINISTRATORS INSTRUCTIONAL	
		5	- 13	:	STAFFONAL	
Ì	_	1 - 76	1.001		PERSONNEL	,
		0-0		3	* BLACK	STAFF
		75.9		78.3	* HISPANIC  * WHITE AND	FTRENDS
		23.3		121.8	G NEA NO	IDS
	┪	10.6	-	10.1	HIGHEE	
		97		92	A VO VEARS EXPERIENCE	1
	5	<u> </u>		744	UTILIZATION OPERA	\ \ \ \ \
	;	z >		_	OF TON PERSON TON TON TON TON TON TON TON TON TON T	TRENDS
			•	•	CONTRACTED EXPENSES PER PUPIL	ENDS
	L			_		1

		ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES	•				
	-		J		ω		•		5	•	. 6	
GRADE												1072.74
Signary Crans	1974.75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	19/3-/4	19/4-/5	19/3-17
SCHOOL YEAR	19/44/9	10,0				3	90	107	101	115	106	113
TESTED	77	90	83	105	99	0	70	·	·		٠	
ייטרונט ובטובט				L		3,	1 2	4.6	5.3	5.6	6.7	6.6
BEADING MEDIAN	1.6	, 1.5	2.	2.3	. 3.1	0.0						
READING MEDICA					l	,	\$ 2	6-1	6.9	6.6	7.8	7.5
MATH COMPUTATION	2.1	2.0	<b>3</b>	3.5	*							
MEDIAN			2.8	-	4.7	2	5.4	Z P	6.5	z >	7.5	<b>z</b>
MATH CONCEPTS MEDIAN	-			چ پ							,	
TOTAL NOBLE	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	9,7	5.a	8	0.0
NATIONAL NORM												,

Pupus	DIFFERENCE		GRADE		SUBJECT	2	٠.		
PUPILS TESTED .	NCE			•					•
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80		1.0	<u> </u>	ω 		<b>33</b>	9	200	
80		1.0-1		4		READING	51151	BENCE	
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69 80 80 91 95 64 65		-0-1 +0-1 -0-1 -0-6 -0-1 +0-6 +0-2 -0-1 -0-1		2			÷	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	
9	3	2.0	;	ω		MATH COMPUTATION		NED MI	
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<u> </u> ;	٥	1	-	57		TION		1974-75	
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	40		+0-0 -0-1 +0-0 +0-3 +0-1	2	,			•	
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	64 83 80 91		÷0.0	•		WALL COMMENTS	2025		
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

	GRP GRP				יו יול כ	•	
•	37	٥	· Ut	*	w;	2	-
	4	04	\$	96	05	07	C7
N :	7	0.	80	21	19	9	Ξ
w	12	17	19	15	17	61.	16
A ES	17	24	19	18	23	18	25
STANINE :	26	20	22	17	14	18	20
6	17	13	17	10	12	15	05
. 7	21	99	90	80	05	12	07
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9	4	03	0	40	, O (	<u></u>	. ც
	<del></del>	, , .				•	

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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GR.	×	ĈĘ.
5	<b>MATH CCNCEPTS</b>	PERCENTAGE
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	STANINE	ITU
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				Z	STANINE				
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*	7	12	17	<b>20</b>	17	. 12	۰, ا	•	SA NATE
06	0	12	30	21 .	13	8	07	10	٥
80	90	23	25	19	7	03	03	•	us .
07	10	3/	15	26	7	10	90	03	# CD 11
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17	15	15	9	سلت سلت	03	17	80	03	N
72	66	12	14	26	7.0	60	11	0	-

	•	,	GRP.		n	n 🔾 🤉	<b>&gt;</b> 70 G	•	
			NATE NORP GRP	٥	u	•	w	ν.	-
		-	*	40	0	0	10	03	10
		2	. 1	0.	03	90	20	13	0
		w	12	04	40	10	90	13	14
	STANINE	<b>.</b>	17	14	17	13	15	9	Ġ
	INE	, UI	20	24	21	19	19	25	20
		6	17	22	19	17	26	=======================================	7
		7	12	12	16	3	20	12	
		<b>0</b>	7	06	9	9	90	=======================================	-
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417

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-					L				_		_	-	_				, 20	1973-74
	N N	-	0.0	41.4	68.0	8.0	24.0	15	25	-	5.0	6.9 95.0	7	82.	16.	0.4 16.9	720	
+	<b>T</b>					1	- 3	5	7	-	93.4	10.7		79.2	20.7	0.1	947	1974-75
OPERAL THE SELECTION OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PR		SR HIGHER  A VO YEARS  EXPERIENCE  OTHER	MA DEGREE FLAND VE	Ma Will	WHITE	* HISPANIC	PERSONNEL  * BLACK	PERSONIER	INSTRUCTIONAL STAFF	OMINISTO	ATTENDANCE RATE &	RANSIENCE	OTHE AND	* HISPANIC	* BLACK	MEMBERSHIP &	110	SCHOOL YEAR
TRENDS	+	,			TRENDS	STAFF			5			SO	TRENDS	UDENT	ST			, ,

							1					
		, ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE EC	UIVALENT	SCORES 1	,				
	1		2		3		4		<b>5</b> 1		, 6	· 
GRADE		٠									_	
SCHOOL VEAR	1974-75	1973.74	1974-75   4973-74   1974-75   1973-74	1973-74	1974.75	1973-74 -1974-75		1973-74	1974.75	1973-74	1974-75	19/3-/4
פרטטטר זראוי							117	1053	116	115#	120	*66
DI IDIZE TECTED	33	***	111	88*	103	¥.7 0.7			;			
רטרונט ונטונט		Ų			1	*	,	4.8	5-9	5.6*	6.5	6.9*
BEADING MEDIAN	3.5	3.2*	3.4	2.8*	3.6	3.4	•	4		,		
מבאסווים ווובסייויי					1	١	1	*0*	5.6	6.3*	6.4	7.7*
MATH COMPUTATION	2.9	2.5*	3.2	2.8*	;	*	4.0					
MEDIAN				-	,		5.8		6.2	2	6.8	z >
MATH CONCEPTS MEDIAN 2	3.0	Z Þ	3.5	Z A	***	Z	,,,	2		3		
	200	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	55.00	6.8	6.8
NATIONAL NOTION												

CIDIECT		밀	FERENC	E, IN EX	DIFFERENCE, IN EXPECTED AND ATTAINED MEANS - 1974.75 3  READING MATH COMPUTATION.	AND ATT	AINED W	MATH COMPUTATION	1974-75	ω		HTAK	MATH CONCEPTS	STS
SUBJECT		-	READING				MATH	COMPUT	ATION.			3 > 1	8	<b>│</b>
	3	ω	•	5	6	6 2	3	4	57	6	2	3		<u> </u>
GRADE	Ī						5	7	3		+0.7 +0.1 +0.0 +0.0 -0.5	1.0+	<b>+</b>	0
DIFFERENCE	+0-1	-0.2	-0.2	0.2	+0.1 -0.2 -0.2 -0.2 -0.2 +0.2 +0.5 -0.1 -0.1	+0.2	+0.0	-0-7		<u> </u>				_
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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-		9	16	16	7	=	12	04 . 17	. 17	
, 	. 0	40	80	10	18	26	16	9	08	
w w	99	09	10	20	20	15	13	03	0	•
*	64	07	17	17	29	15	80	63	۰	
υ, I	49	0	8.	15	19	17	18	05	۰	
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE, LEVEL

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	2	7	10	10	90	05	05	0
٠.	w	12	19	ļĮ	17	05	=	07
STANINE	•	11	19	20	21	17	74	70
I NE	ν, ,	<b>2</b> 0	20	18	23	17	19	19
	6°	17	17	12	13	23	21	21
,	7	, 12	80	11	13	81	12	15
	8	~	03	6	C.	80	05	cs
	9	*1	8	03	0	06	11	24

PERCENTAGE DISTRIBUTION
CF MATH CONCEPTS STANINES
BY GRADE LEVEL

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		NATE GRATE	Φ.	SI.	*	w	N	-	
	<b>,</b>	4	03	40	10	0	0	0	
	۸,	7	08	9	3	\$	40	0	
,	w	12	08	9	90	12	90	0	,
STANINE	•	17	15	14	07	15	==	13	
BNE	v	20	22	20	20	16	17	13	: 
	٥	17	25	24	25	22	21	34	₽ ²
	7	12	10	13	18	13	, G	23	
	•	7	95	2	11	10	- 1	12	
	•		03	05	06	8	12	90	

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		_		
1973-74	19/4-/5		SCHOOL YEAR	,
740	_	812	40.	
0.1		0.3	MEMBERSHIP &	
. 4.8		6.7	* BLACK	STUE
95.1	_	93.0	& HISPANIC  & WHITE AND	STUDENT TH
10.0		8.6	TRA	TRENDS
94.2		94.8	7X-\	
_			RATE & ADMINIS	3
27		33	ADMINISTRATORS INSTRUCTIONAL	n 1
71		ڻ	PROTUS	
42.0	3	21,2	PERSONNEL %	/
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<u> </u>	_			

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							•	-			•	. 0
6.8	6.8	55,58	5.8	4.8	4.8	3.8	3.8	2.8	2.8	1.8	1.8	NATIONAL NORM
N.		× ×		2 >	4	Z Þ	5.6	Z >	3.4	Z A	2.4	MATH CONCEPTS MEDIAN 2
	3			0.0	80.1	4.0	\$.\$	3.7	. 3.0	2-4	, 2.6	MATH COMPUTATION
B	a c	*			1.	•••	4.7	3.8	3.6	. 2.2	2.0	READING MEDIAN
8.6	9	7.1	7.1	n ·		1		:		81	113	PUPILS TESTED
16	107	103	103	\$6	84	79	107 1		2			מניוססל ובאיי
1973.74		1973-74 1974-75	1974.75	1973-74	1974-75	1973-74	1974-75	1973-74	1974.75	1973-74	1974-75	SCHOOL VEAR
	, 6		<u></u>				(ئ	2				GRADE
					SOORES	DUIVALENT	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	HEVEMEN	ACI	•	

•	.	DIF	ERENCE	IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED M	EANS -	1974-75	u ا					
SUBJECT		ఐ	READING				MATH	MATH_COMPUTATION	ATION	,		HATH	MATH CONCEPTS	18	
3	3,	ω	•	5	6	2	3	•	5	6	2	ω	•	<b>5</b> 1	6
GHOOT ,									3	5	•	+0-1 +0-6 +1-3 -0-1	+1.3	-0.	+0.6
DIFFERENCE	+0.3	1.0+	÷0.5	+0.6	+0.3 +0.1 +0.5 +0.6 +0.3 +0.1 -0.1 -0.1	1.0+		1	1						
DIIDII S TESTED 4	59	95	73	8	59 95 73 88 97 59 95 73 88	59	95	A 73	<b>39</b>	97	59	59 95	73	38	3
10:10															

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For Percentage DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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	9	*,	15	80	11	80	16	12
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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I NE	ح	20	12	13	Ξ	Į	20	17
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★ 0 — At least one popil but less than 0.5% scoring in this stanine.

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_		·		
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PUPILS TESTED	85	78	89	89	120	16	00 T	, c.	.,,	3		
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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEWEL

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### PERCENTAGE DISTRIBUTION OF CF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		9	*	10	21	12	23	12	26

## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine clude very low scores and, to the extent five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines +4, 5, and 6 -.The

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PERCENTAGE DISTRIBUTION OF READING STANINES

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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		ACF	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	MENTENI	SCORES 1					
GRADE			N		<u>د</u>		4		<b>G</b> I		. 6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
00:100									7%	22	77	70
PUPILS TESTED	. 62	77	72	77	Ę7	72	11	64	3	8	-	
READING MEDIAN	1.8	1.8	2.4	2.5	3.7	3.8	4.1	4.6	5.4	5.6	1.1	0.0
MATH COMPUTATION	2.4	2.2	2.8	3.1	4.6	4.5	4.5	5.4	6.2	6.6	8.0	6.7
MATH CONCEPTS MEDIAN 2	2.1	N A	2.8	N A	4.2	Z	4.5	NA	6.2	NA	7.6	N A
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3,8	4.8	4.8	5.8	5.8	6.8	8.8
										,		•

		밀	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED N	EANS -	1974-75	3		,			
SUBJECT		33	READING				матн	MATH COMPUTATION	NOITA			MATH	MATH CONCEPTS	PTS	L.
GRADE	2	ω	. 4	OT	6	2	ω	4	<b>G</b> 1	6	2	သ	*	Ċī	6
	=0.2	<b>*0.2</b>	0.1	3	=0.2 +0.2 =0.1 =0.1 +0.3 =0.3 +0.7 =0.4 +0.6 +0.5	0.3	+0.7	+.0-4	+0.6	+0.3	3 1, -0.3 +0.5 -0.1 +0.6	+0.5	-0-1		+0-4
PUPILS TESTED 4	58	59	19	62	58 59 61 62 68 58 59 61 62	58	59	19	62	86	58	59	61	62	89
					`										

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEWEL

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4	7	12	17	20	,17	12	7	* 4	NATL NORM GRP	6 Z Z
05	12	15	, 10	24	17	9	04	C5 .	0	
80	42	12	, <b>0</b> 8	20	23	11	9	94	υī	
03	96	90	10	18	18	15	81	9.0	4	n 🗢 1
03	, e3	14	.6	. 5	19	12	12	0	. w	▶ ズ (
07	20	90	13		71	15	21	07	~	ה
06	10	80	5 t	15	19	15	80	50	-	

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### PERCENTAGE DISTRIBUTIO OF MATH COMPUTATION ST

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BY GRADE LEVEL	
OF MATH CONCEPTS STANFACES	ANTNES
PERCENTAGE DISTRIBUTION	2

DISTRIBUTION

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		œ .	7	05	05	90	72	o.	8	
		9		17	22	0	10	4	16	
		•	G NA		-	n 😊 s	> ≈ 0	ה		
			NATE NORM GRP	6	J.		w	8	-	
			4	10	2	10	03	70,	0	
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	STANINE	4	17	17	16	1	19	19	=	
	ENE	ر.	20	16	12	24	16	24	19	
		6	17	15	12	17	80	15	24	
		7	12	16	15	14	12	10	9	

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05 12

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ı At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, denote "about average" levels of achieve Stanine scores are derived by dividing Stanine scores are converted scores that middle three stanines -. 4, 5, and 6 -the range of skill encompassed by each from one grade to another. This constant ive. The lower three stanines denote Grade-level performance at each The

> answering almost all questions correctly. eight and nine indicate very high levels relatively, strong skill deficits. Stanines expected by marking answers without readanswer only at about chance level of the of skill. Pupils scoring in stanine one that the test scores are valid, indicate indicate near perfect performance; that is, test; that is , in about the score range ing the questions. Stanine nine scores

ative populations, and that the more exshown to the right of the term "NATL NORM percent of the pupils tested in the norm four, five, and six include the middle 54 GRP" shown above. Note that stanines norm group scoring in each stanine is The percentage of pupils in the national

> cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular stasmaller percentages. The percentage of treme stanines contain progressively three (4% + 7% + 12% = 23%). tive group scored at or below stanine For example, 23 percent of the norma-

grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one at the higher stanines. have some pupils at the lower and some achievement average, most schools will By inspecting the stanine distribution may develop a notion about the hetero-

	Z >	N.	3	٠.	( 23	1000	10.0	1.67	2	37	2	94.0	7.7	66.3	2.5	31.2	955	1973-74
			101	7	2 5			1	_	3		93 • 8	т —		2.5	32.8	891	1974-75
		710	101		28-9	68	ᠰ	1	1				$\mathbf{r}$		┺.		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
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8.6	0.0	5.8	.00	4.8	4.8	3.8	3.8	2.8	2.8	1.8	1.8	NATIONAL NORM
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Ş	7.6	z >		Z		Z A		2				MEDIAN
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830*	742	1										00.000
1973-74	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74 1974-75 1973-74	1974-75 1973-74 1974-75	1973-74	1974-75	SCHOOL VEAR
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J			밁	FERENC	E IN E	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	NO ATT	AINED N	EANS -	1974-75	) u					
SUBJECT	•		_	READING	0,		٠,	MATH COMPUTATION	COMPUT	ATION			HTAW	MATH CONCEPTS	PTS	
aobacc.																•
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PUPILS TESTED .	_		_	•				,							_	

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk" adenotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

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	09	10	16	16	20	14	98	07	0	6
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GE DISTRIBUTION COMPUTATION STANINE LEVEL		PERCENTAGE DISTRIBUTION OF MAIH COMPUTATION STANINES BY GRADE LEVEL
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LEVEL	CCNCEPTS STANINES	ERCENTAGE DISTRIBUTION

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		NATE NORN GRP	•	u	*	w	N	-
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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine another as shown in the charts above. consistent fashion from one, grade to Stanine scores are converted scores that five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75		SCHOOL YEAR	
867	815		112	
0.4	0.6		MEMBERSHIP'Y	
45.6	49.7		* BLACK	STUE
0.4 45.6 54.0 13.8	49.7 17.1		* HISPANIC  * WHITE AND	STUDENT TRENDS
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94.1	24.3		47.	
	_		RATE & ADMINISTRATORS	
32	2	1	INSTRUCTIONAL STAFF	
62	T	┱	PERSONER	
1.81		1, 16	PERSONNEL  * BLACK	
0	, ,	10 8	* HISPANIC	STAFE
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	5	22.8	MANNITH	
		7.8	MA WITH OR HIGHER FLA CHING EX PERIENCE UTIL	
Т	3	106	~ '(/>''\/	
×	-	<b>70</b> 7	PERENTING	ORGA
× ×		4	CONTRACTED EXPENSES PER PUPIL	RENDS
			430	<u> </u>

	٤	ACH	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	UIVALENT	SCORES 1					
GRADE			2		3				57		6	,
									1			107274
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	_	L	1973-74
00.00								15,	1,2	123	147	131
PUPILS TESTED	95	84	92	.101	93	711	11.	104	14.		:	
								•	2	,	۲ ک	6_3
READING MEDIAN	1.6	1.9	3.1	2.6	3•4	, y	÷	:		•		
						,	2	2	, n	6.7	7.5	7.5
MATH COMPUTATION	2.2	2.4	3.2	3.4	3.7	4.3	2.6	U	0.0	•	;	
MEDIAN			,		2		5.2		5.9	:	6.8	Z
MATH CONCEPTS MEDIAN 2	2.0	NA	2.9	N A	292	NA	,	Z.		>		5
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	8.4	4.8	5.8	5,8	6.8	6.8

		DIF	FERENCI	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED M	EANS -	1974-75	ယ					
SUBJECT			READING				MATH COMPUTATION	COMPUT	ATION	,		MATH	MATH CONCEPTS	175	
000000													-		,
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1							,	; }	3	기	-0-1 -0-4	-0-7	+0	0	9
DIFFERENCE	+0.3	-0.2	+0.0	+0 • l·	+0.3 -0.2 +0.0 +0.1 -0.2 +0.0 -0.5 +0.0 -0.5	+0.0	-0.5	+0.0	0	٥	-0-3	-0.	3	;	
	86	~ 75	16	122	68 ~ 75 91 122 125 68 74 91 123 12	68	74	. 91	123	123	83	74	91	1 23	125
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				•											

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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w	0	.5	17	21	20	11	07	03	04	•
<b>.</b>	07	90	27	17	24	80	80	o.	2	
ហ	C3	9	20	16	25	16	06	9	10	-
σ.	C3	10	14	27	2¢	10	08	06	03	
ATL RP	4	7	12	7.57	20	17	Ì2	7	*	
	1	2	w	4	vi	6	7	. 8	9	
			,	STANINE	I NE					

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### PERCENTÂGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL.

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n 🔾 3	<b>\$</b> ;	0	80	15	17	21	17	10	90	03
វា	UI	0	03	13	18	29	13 (	14	05	04
_	6	01	07	06	18	21	21	14	63	60
GRATE	727	*	7	12	17	20	17	12	7	. *
		1	Nr	ω	<b>.</b>	ر.	6	7	<b>C</b> C	٥
					STANINE	3N I				

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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			727	o	J	4	w	2	-
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		2	, 7	07	60	2	13	07	07
X	•	w	12	11	14	=	. 21	13	9
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	INE	u	20	27	20	22	24	30	22
		6	17	21	19	23	11	22	17
		7	12	9	7	=	05	13	15
		4	7	05	03	90	03		8
		٠		40	0,	05	60	0	
	١.								1

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## **★** 0 — At least one pupil but less than 0.5% scoring in this stanine

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	<u> </u>		r ·		
1973-74	1974-75		SCHOOL YEAR		
158	903	1			
0.4	0.2		MEMBERSHIP &		•
57.7	62.9		* BLACK	STUC	
41.9	36.9		* HISPANIC * WHITE AND	STUDENT TRENDS	
0-4 57-7 41-9 12-0 95-0	8.0		TRA	RENDS	
95.0	92.9		ATTENDANCE RATE &		
1	2		ADMINIC & OCE		
33	•		AOMINISTRATORS INSTRUCTIONAL		
12	13		STAFFONAL PERSONA		
7.12	11.00	7	"VE!		
		300	* BLACK	SFAF	
00.0		25	* HISPANIC * WHITE AND	STAFF TRENDS	
10.00 2.01		22.0	MA & WILL	S	
		8.7	OF OF OF PERSON OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULATION OF THE POPULAT		ľ
:	Q.	106	APERIENCENCE U. A. P.	-	
2		740	OPERATION EXPENSION	ORG	
×		46	V.1 V.	TRENDS	
			PER PUPIL	SONAL	
_		_			_

		ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE EC	UIVALENT	SCORES 1				•	,
GRADE			2		3				ຫ		6	
	1074.75			_	1974-75	1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	19/3-/4		4		147
BIBLIS TESTED	77	87*	86	*86	111	107*	117	1494	157	1034	197	1767
0 100 110					١		ŀ	A 22	5.8	. 5.7*	6.8	6.9*
READING MEDIAN	1.8	1.7*	2.8	3.0*	υ. α	9.14	•		,			
MATH COMPUTATION	2.4	2.2*	3.1	3.7*	4.5	4.2*	5.6	5.6*	6.7	6.5*	8.8	a. 0*
MEDIAN	,		3	,	5_0		6.0	2	6.5	N .	7.9	z >
MATH CONCEPTS MEDIAN 2	2.7	NA	3.6	2>	,,,	2		2		5		
NATIONAL NORM	1.8	1.8	2.8	2.8	· 3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
								1				

		DIFI	FERENCE	E IN EX	PECTED A	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	AINED M	EANS -	197475	<u>د</u>					
SIBLECT	1	<b>3</b>	READING				MATH COMPUTATION	COMPUT	ATION			MATH	MATH GONCEPTS	STS	
										,	,	, /		n {	n
GRADE	N	ω	4	ຫ	6	N	ω	4	5	6	2	u		5	o
					; !	١	5	<u>,</u>	* 1	œ	+0.0 +0.6 +0.9 +0.3 +0.6	+0.6	÷0.9	+0:3	+0.6
DIFFERENCE	*0.0	+0.0	+0.2	+0.0	*0*3	+0.0 +0.0 +0.2 +0.0 +0.3 -0.2 +0.2 +0.2	7.0		.000	3			L		
BIIGHS TESTED 4	73	96	99	136	73 96 99 136 129		74 96 99 136	99	136	128	, 74	96	96 99 136	130	971
											•				

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received by New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION OF READING STANIMES BY GRADE LEVEL

*		SPR AT		. '		. ~ 0	•		
		WATL SRP	0	ū	4	w	8	-	
	1	3.1	03	10	0	റ	С3	01	
	2	7	បថ	05	08	96	60	97	
	w	12	12	14,	11	15	12	16	
STANINE	4	17	22	19	22	22	21	23	
II NE	5	20	21	24	21	. 26	19	22	
	6	17	16	18	15	14	16	12	
	7	12	10	9	10	9	10	80	
	8	7	96	6	0	<b>C7</b>	<b>C7</b>	03	
	9	*	06	40	0	· <u>·</u>	03	80	
			Ь			_		Щ,	

### PERCENTAGE CISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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	-	. 4	0	٥	٥	0	n	2	
	رم.	· 7	0	0	40	03	07	9	
٠	u	12	05	07	90	05	12	\$	
STANINE	*	17	90	5	<u> </u>	17	. 11	15	
NE NE	, N	20	15	27	Z ₂ 3	18	31	22	
	6	17	24	19	20	23	10	14	
	7	12	23	24	13	2	13	44	
	8	7	11	=	13	80	83	07	
	9		10	09	80	05	07	18	
			_						

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

		NOR RP		r	n 🗘 1	<b>.</b> 20 G	ח	
		NATE NORM GRP	٥	υ'n	•	w	2	-
	1	*	6	•	0	C	ဂ	٥
	~	7	Ç.	03	40	0	9	٥
	u	12	0.4	07	10	03	70	Š
STANINE	4	_ 17	90	11	06	. 09	16	8
NE NE	5	20	1.0	23	17	21	12	23
	6	17	21	24	23	23	26	22
	7	12	18	15	14:	18	08	. 23
	<b>a</b>	7	19	9	17	15	11	8
Ī	9		05	09,	10	10	9	4

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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent progressively lower, and the three higher denote "about average" levels of achieve Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to use essentially the same metric, or unit, five. The lower three stanines denote grade is at about the middle of stanine ment. •Grade-level performance at each the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that middle three stanines - 4, 5, and 6 -The

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	2 >	× ×	111	2.4	8	2.5 72.5 18.4	2.5	25 •0	17	6	2	93.1	10.6	71.0	0.8 28.2 71.0 10.6 93.1	0.8	1149	1973-74	<u>,</u>
			:		3 8				5	00	2	93.2	11.8	69.2	30.0	0.8	1601	1974-75	,
	w	596			26.01	2 33	┺	┺	┺								/ `	``.	
CONTRACTED ER PUBLI	CONTRICTOR	UTILIZATION  OPERATING  ER PUSES  CONTINUED	UTIL PLAN	OF NOTE A PLANT	MA & WITH	% WHITE AND	* HISPANIC	PERSONNEL  * BLACK	PERSONA	INSTRUCTIONAL	OMINISTS	ATTENDANCE RATE &	TRA	* W \	* BLACK  * HISPANIC	MEMBERSHIP & PL	"	SCHOOL VEAR	
SIONAL	TRENDS	ORGAI				STAFF TRENDS	STAFF						ENDS	STUDENT TRENDS	STUD				

		ACH	IEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1					
GRADE			2		3		4		ហ		6	
							35 25	1070 74	1074.75		1974-75	1973-74
SCHOOL YEAR	1974.75	1973-74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1	<u> </u>	1_	19/3-/4
DIEN C TECTED	233	164	218	163	231	156	178	155	186	170	- 202 	24.1
0.100					,	3	•	4	8	5.7	. 7.1	6.9
READING MEDIAN	1.5	1.5	~ 2.8	J. 0	¥•¥	307			7			•
-MATH COMPUTATION	2.2	2.1	2.8	2.9	3.5	3.9	4.6	•	5.1	2.9		
MEDIAN ,	2.0	2	2.8	Z	4.2	Z Þ	4.9	AN	6.2	×	7.5	×
TO CONTRACT OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE								1				3
NATIONAL NORM	1.8	1.8	2.8	2.8	3.60	3.8	4.8	4.8	5.8	5,8	8.8	8.8

		말	FERENC	N EX	DIFFERENCE (N EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED M	EANS -	1974-75	မ					
SUBJECT		<b>"</b>	READING				HTAM	MATH COMPUTATION	MOITA			MATH	MATH CONCEPTS	PTS	
SUBJECT													·	,    -	,
GRADE	2	ω	•	ۍ	OI .	2	ω	4	Ø	6	2	ü	•	6	σ
							,	1,	3	_	-0.3 +0.0 +0.1 +0.4	+0.0	+0.1	+0+4	<b>†.0</b>
DIFFERENCE	+0.0	-0-	+0.0	+0.0	+0.0 -0.1 +0.0 +0.0 +0.1 +0.4 +0.4 -0.4	8	0.4	-0-+	,	-					
								1.67		167	168	168 166 147 148	147	246	166
Pripit S TESTED 4	167	170	146	149	167 170 146 149 168 167 166 147 140	167	166		0					-	
יסיים ירסיים															

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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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-PERCENTAGE DISTRIBUTION-OF READING STANINES BY GRADE LEVEL

		SRP GRP		п	n C >	<b>,</b> 70 G	,		
		NATL NORM GRP	0	S.	•	w.	2	-	
_	-	4	, 0	05	CS	03	08	9	
	~	. 7	.07	40	05	9	10	16	
	w	12	09	16	18	11	13	20	
STANINE	4	17	22	12	12	17	12	14	
INE	5	20	16	23	4	22	19	12	
	6	17	17	18	17	19	19	3	
•	7	12	13	10	10	10	9	5	
	8	7	83	07	3.	CS	6	03	
	. 9		0,	03	03	40	40,	07	
			<u> </u>					,	

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

		GRP NATE	6	us II		ש א ש	, N	-st	
Ħ	1	4	10	40	03	40	40	10	
	2	7	04	9	9	14	11	20	
	w	12	14	16	23	18	15	13	
STÁNINE	4	17	17	11	20	27	18	12	
I NE	5	20	21	26	21	16	26	19	
	6	17	22	12	16	16	16	20	
	7	12	10	13	05	0	07	14	
	8	7	90	\$	ò	0	03	66	
	۰	4	04	03	0	2	10	10	0
						-			

#### PERCENTAGE DISTRIBUTION CF WATH CONCEPTS STANINES BY GRADE LEVEL

		NATE NORH GRP		п	n O 1	> 70 0	0	
		NATL NORH GRP	6	v	•	w	8	-
	1	4	* 6	0	ဂ	01	05	10
l	2	7	05	05	05	07	=	0
l	w	12	07	13	13	11	15	5
STANINE	4	17	16	11	15	15	13	17
I NE	ς,	20	17	21	21	24-	22	26
l	6	17	25	22	15	19	20	19
	7	12	13	07	17	9	80	16
	<b>C</b> B	7	10	9	07	0	05	8
	9		90	07	05	06	01	\$0

435

### $\star$ 0 - At least one pup) but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine another as shown in the charts above. progressively lower, and the three higher denote "about average" levels of achievethe range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 from one grade to another. This constant five. The lower three stanines denote The

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	<del></del> _			
1973-74	1974-75	•	SCHOOL VEAD	·
118	837	`		л
0.0	0.0		MEMBERSHIP &	
30.2	34.5		& BLACK	STUD
69.8	65.5		* HISEANIC * WHITE AND OTHER AND	STUDENT TRENDS
15-8	15.8		TRA TO	ENDS
9445	94.6		ATTENDANCE	
8	~		ADMINIST ADMINIST	
32	ų,		ADMINISTRATORS INSTRUCTIONAL	
19	-		PERSONS	•
18.8	2.4.2	3	WEI	ę.
6-2			* BLACK  * HISPANIC	STAF
15-0		75. 9	Wi.	STAFF TRENDS
23.00	3	3.05	M. SW	S
7.7		10.01	OR MIGHER  FLAVO VEN	
70	2	9	ANG YEARS EXPENSENCE OTILIZATE	
. ×		688	OPERATION	ORGAN
2 >		_	PER AUSTRO	TRENDS
			PUPES D	NAL
	_			

		ACH	IIEVEMENT	TRENDS	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	UIVALENT	SCORES 1	,		,		
CONTR			N		ω	A			ຫ		0	
all of		2003	1074.75	1973.74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74 1974-75	1973-74	18/4-/5	18/3-73	27.4.75	1070	107	101	_	116.
DIDIT & TESTED	85	10⁴	71	. 75	110	104	122	150	121	100	:	
	1.4	i	2.4	2.8	3.8	3.8	4.8	4.5	6.0	o.	0	0
READING MEDIAN	_						,		,	7.5	7.8	7.2
MATH COMPUTATION	1.9	1.9	2.7	3.2	4.4	• 0	2.6	7.0	•			
MEDIAN 2	2.2	2	2.7	2	4.7	2	4.7	2	ال 8	Z	7.5	2 >
WALL CONCESS OF TAXABLE								-				
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5, 66	5.8	8.8	6.5
								•			•	

דטרונט ובטובט	BLIBIL C TECTED 4	DIFFENCIACE	חובההשהעורה		CRADE	2000100	Sile isca			
	62		-0.2		2					
	66		+0.0		ω				DIF	
	96	ą	+0.3		•		READING		FERENC	
	· 108		+0.2		ຫ		67		iii Z my	
	62 66 96 108 116		+0.1		თ		•		PECTED	
			=0.2 +0.0 +0.3 +0.2 +0.1 =0.3 +0.3 +0.1 +0.1 +0.1 -0.1		2 .				DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	
	65		+0-3		ω	]	HTAM	-	AINED N	
	62 65 96 100	?	1.0+	,	•		MATH COMPUTATION		IEANS -	
			1.0	5	<b>5</b> 1		MOITA		1974-75	
	110	, ,	į	3	<u></u>				ω	
	ç	2	> (	0	2					
			-	40.6	6.	,	MATH			
•	_;	801 96 108	1	=0.3 +0.6 =0.3 +0:0 =0.1	•		MATH CONCERTS			
		108		+0:0	٥	1	215			
•		116	'	-	٥	n				

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PERCENTAGE DISTRIBUTION CF READING STANINES BY GRADE LEVEL

		<b>C7</b>	2	27	16	<u></u>	12	9	0	6	
•	N	08	18	18	24 -	12	08	90	0.4	0	
	w	0	80	=	23	24	17	07	S	3	-
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¥ 0 >	ATL RP	4	1.	12	17	20	17	12	7		-
		1	2	3	à	•	6	7	<b>80</b>	۰	
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#### OF MATH*COMPUTATION STANINES BY GRADE LEVEL PERCENTAGE DISTRIBUTION

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-		40	9	12	19	26	69	12	93	94
•	~	10	18	12	27	19	12	90	04:	10
× 20 G	w	0	2	15	13	<b>2</b> 6	18	11	69	07
<b>O</b> >	*	0	0	12	20	25	<b>1</b> 3	10	<b>.</b> 83	07
п	5	01	40	13	21	23	91	20	93	05
	0	03	9.0	11	13	13	17	11	12	.14
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٥		· pa	2	ω	*	5	o.	7	80	و
			 		STANINE	INE				

#### PERCENTAGE DISTRIBUTION CF MATH CUNCEPTS STANINES BY GRADE LEVEL

			NAT GRA		n	n 😊 1	<b>,</b> 20 G	י	
			NATE .	6	vi	•	ω	2	-
	٠,	-	, ,	0	01	CI	10	01	C
1	•	^,	7	06	. Ó3	10	0	13	80
		`ω	12	80	21	. 4	12	13	80
	STANINE	•	17	23	20	17	17	19	1
	I NE	vs .	20	15	26	33	18	26	3
Ì		6	17	11	14	10	12	14	24
		7	12	16	06	<b>=</b>	17	07	15
٠		<b>39</b>	7	9	90	0	12	\$	*
		۰ و	•	10	60	0	10	.0	07

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## At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. stanines progressively higher, levels of another as shown in the charts above. consistent fashion from one, grade to unit énables scores to be organized in a achievement. Stanines one and two inprogressively lower, and the three higher grade is at about the middle of stanine the range of skill encompassed by each Stanine scores are derived by dividing use essentially the same metric, or unit, Stanine scores are converted scores that clude very low scores and, to the extent five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 from one grade to another. This constant The

> eight and nine indicate very high levels expected by marking answers without readanswer only at about chance level of the relatively strong skill deficits. Stanines that the test scores are valid, indicate answering almost all questions correctly. indicate near perfect performance; that is, test; that is, in about the score range of skill. Pupils scoring in stanine one ing the questions. Stanine nine scores

percent of the pupils tested in the normshown to the right of the term "NATL NORM norm group scoring in each stanine is ative populations, and that the more ex-GRP" shown above. Note that stanines four, five, and six include the middle 54 The percentage of pupils in the national

> For example, 23 percent of the normasmaller percentages. The percentage cents up to and including that stanine. pupils at or below any particular stative group scored at or below stanine nine may be computed by adding all per treme stanines contain progressively three (4% + 7% + 12% = 23%) <u>q</u>

geneity of achievement levels at that at each grade level for the school, one at the higher stanines. have some pupils at the lower and some achievement average, most schools will grade. No matter what the school may develop a notion about the hetero-By inspecting the stanine distribution

$\neg$	_		_			
1973-74		1974.75		SCHOOL YEAR		
٩		٥	`	41.	,	
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	ı	-	2	AVG YEARS EXPERIENCE WEARING		
	126		2	TILIPLAN		
NA			700	OPERATING EXPATING PER PUPIL CONT	020	200
Z		,	Ľ	PER PURES CONTRA	TRENDS	A C 17 A
	•			CONTRACTED  EXPENSES  PER PUPIL		102
	_			Roy	Ţ	_

		ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE EC	UIVALENT	SCORES 1					
 GRADE	_		2		3		4		5		6	
			1974.75		1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
 SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1	1973-74	_	18/3-/4		125
 PUPILS TESTED	108	113	106	99	116	128	131	123	132	133	122	621
 READING MEDIAN	1.2	1.3	2.3	2.1	3.3	3.4	4.1	3.9. 9.	4.9	5:4	6.4	0
MATH COMPUTATION	1.8	1.9	2.7	2.3	<b>‡</b>	3 3	4-6	4.6	6.0	, 6.0	6.7	6.9
 MATH CONCEPTS MEDIAN 2	1.8	Z	2.7	N A	3.6	2 A	4.0	ZA/	5.6	N.	6.5	2
 NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	<b>4</b> .8	<b>5.8</b>	ća Ča	6.8	6.8
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		, DIFI	ERENC	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED M	EANS -	1974-75	ω		,	. `		
SUBJECT		20	READING				MATH	MATH COMPUTATION	MOITA			MATH	MATH CONCEPTS	PTS	
acounce														·	2
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C::30r								20 6	5	5	0 -0.2 +0.2 -0.8 -0.3	÷0.2	-0.8	£ 40=	<u>.</u>
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0.100														4	

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

	-	4	0.3	0.4	07	05	0	22	
	2	7	09	30	14		15	19	
	w ·	12	13	25	21	18	27	25	
) i	4	17	<b>b</b> 2	2	16	23	20	13	
•	σ.	20	23	24	∵25 5	18	117	č.	
	6	17′	16	80	69	11	10	06	
	, 7	12	08	9	90	08	06	03	
	œ	7	03	10	12			2	
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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GRADE	MATH	ĈE)
ÐE		PERCENTAGE
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• •	STANINE	4	17	16	19	21	(2 ₈	25	22
	I NE	ъ	20	23	24	23	13	24	34
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			NOR I	6	بري ر	r O n	- 20 C	2	-
		ш.	NATL NORM 4 GRP	6 01	· 5 06	4 09	3 01		1 01
		1 2	* F		, Q	4	w	N	1 01 03
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*	STAN		4 7	01' 12	5 06 11	4 09 13	3 01 08	2 01. 19	03
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### 0 - At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade-level test into nine equal portions. clude very low scores and, to the extent grade is at about the middle of stanine denote "about average" levels of achievement. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that the range of skill encompassed by each from one grade to another. This constant The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of publis in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

NA	].	CONTRACTED EXPENSES	RENDS
Z >		A PLANTON UTILIZATION DEERATING EXPENSES CONTING	ORGAN
		UTIL PLAN	
		ON DEGREE  A VG. VEARS  EX PERSONING  UT.	
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<b>,</b>	_	ADMINIS	
95.1	95.1	^/\`	ļ
73.5 13.7 95.1	9.7	TA: TER TO	RENDS
73.5	68.4	& HISPANIC  & WHITE AND	STUDENT TRENÓS
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0.0	0.0	MEMBERSHIP &	
693	727	AL	
1973-74	1974-75	SCHOOL YEAR	

<b>3</b>												
		AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE EC	UIVALENT	SCORES 1					4
GRADE			2		3		4		<b>c</b> n		6	
				d				1	_	1072-74		1073.74
SCHOOL YEAR	1974-75	1974-75   1973-74)	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	-	1973-74	L	18/3-/4
			,		3	e	100	114	118	86	98	16
PUPILS TESTED	72	8	. 85	101	7.07	, 97	.00			,	7 2	0
READING MEDIAN	2.2	1.9	3.0	2.9	4.1	4.4	5.2	5.4	6.5	0.0	7.0	
MATH COMPUTATION	2.4	2.4	3.2	3.7	4.6	4.7	5.1	5.5	. 6.6	5.9	6.7	}
MEDIAN					,		7 3		6.5		7.1	
MATH CONCEPTS, MEDIAN 2	2.7	NA A	3.5	N.	5.0	Z Þ	4	N A	9.0	N A		N.
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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}						ļ.  -	L							;	PUPILS TESTED .	PUPI
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-	104	70	22	7,	75		:								רייניים	-
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•	+0.4	<b>*</b> 0.2	0	*0.7 *0.2 *0.2 +0.4 +0.2	-1	5	3	,								- 6
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		,			ω	1974-75	EANS -	VINED MI	ND ATT	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	E Z EX	FERENC	DIF			
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- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

BY GRADE LEVEL

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<b>⊢</b> 1	_	0	0	0	07	.19	22	19	8	22
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 • × c	01	_	0	10	10	20	19	16	14	07,
 n () z	01		03	07	27	24	18	80	04	07
, n		0	07	9.0	14	17	17	17	14	07
6		04	05	=	15	23	15	07	.12	10
NATE NORM GRP	* '	4	7	12	17	20	17	12	7	4

* 0 ١ At least one pupil but less than 0.5% scoring in this staning

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grade-level test into nine equal portions. stanines progressively higher, levels of progressively lower, and the three higher another as shown in the charts above consistent fashion-from one, grade to clude very low scores and, to the extent achievement. Stanines one and two ingrade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each unit enables scores to be organized in a Stanine scores are converted scores that five. The lower three stanines denote middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing from one grade to another. This constant use essentially the same metric, or unit, The

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GRP

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geneity of achievement levels at that at each grade level for the school, one at the higher stanines. achievement average, most schools will grade. No matter what the school may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

197274	1974-75	`		,
-	75		SCHOOL YEAR	
			YEAR TOOL	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
594	532		AVERAGE DAILY MEMBERSHIP	
ų	۶.		MEMBERSHIP	
8	34.7		*	
	-	1	* BLACK	
34-8 11-5 53-7 11-9 94-5	11.7		84	STUDENT TRENDS
5	5		* HISPANIC	DEN
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_	-	<b> </b>		RE
1.9	11.4		180	SQ
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z			PER PURISES CONTINUES	<b>112</b>
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			CONTRACTED EXPENSES PER PUPIL	NON
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-		АСН	IEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1					
GRADE	-		2		ω			7	σı		6	
SCHOOL YEAR	1974-76	1973-74	1974-75	1973-74	1974-75	1973-74 1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
1					Ì	<b>69.</b>	65	62*	68	86*	78	108*
PUPILS TESTED	59	45*	\$5	62*	59	684	, 83	*70	8			
READING MEDIAN	2.1	1.8*	2.6	2.1*	3.5	3.9*	5.6	4.7*	5.4	5.6	:•	1.1
MATH COMPUTATION	2.4	2.1*	2.4	2.5*	2.5* 3.9	4.2*	6.2	*6 *	6.7	6-3*	9.9	7.2*
MATH CONCEPTS MEDIAN 2	2.4	N	2.7	Z	4.7	NA	6-2	N >	6.5	Z >	10.3	Z
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
										•		

R		먇	FERENC	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED M	EANS -	1974-75	u					
SUBJECT		20	READING	9			MATH COMPUTATION	COMPUT	ATION		v	HTAM	MATH CONCEPTS	PTS	
300300														4	
GRADE	2	ω	4	51	Ф	2	ω	4	on .	6	2	3	4	57	6
							,	;	2	7	-0-1 +1-0 +0-9 +0-9 +2-2	*1 O	+0-9	+0.9	+2.2
DIFFERENCE	+0.2	+0.3	+0.5	+0.2	+0.2 +0.3 +0.5 +0.2 +0.5 =0.5 +0.3 +0.8 +1.2 +1.	0.5	+0-3	•0	7.14		-		. 0.		•
					;	3		20	4.7	72	3.7	8.	58	47	72
PUPILS TESTED .	37	49	58	47	37 49 58 47 72	37 40 98 41	**	y a	:	1,2	3.		إ	<u> </u> :	

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		*
BY GRADE LEVEL	OF MATH COMPUTATION STANINES	PERCENTAGE DISTRIBUTION

-	\$	5	ü	12	22	16	7	8	96
٧,	11	9	13	15	11	22	11	0	07
w	12	.10	15	21	13	12	12	40	10
₽.	10	12	u	11	12	19	14	03	04
اتل ' ا	80	,.10	21	20	11	<b>3</b> 5	90	03	04
•	C7	90	12	12	20	24	12	04	0
RRATE		7	12	17	20	17	12	7	* (*)
	1	2	ų	*	5	6	7	, <b>cs</b>	9
				STANINE	INE		:		1

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		GRAT		r	n 🗘 1	<b>→</b> ≈ ¢	ה		
7		NATIL NOR# GRP	•	IJ	4	w	8	-	
	1	4	04	9	07	04	40	2	
	2	7	0	90	16	10.	15	03	
	w	12	07	15	06.	¥5	17	9	•
STANINE	*	17	,80	15	10	16	24	14	
I NE	. თ	20	16	11	17	21	24	22	
	6	17	16	13	10	21	09	14	i
	7	12	.23	17	16	07	40	13	
	8	7	10	10	10	o	0	63	
	9	4	17	05	10	96	0	17	
L			_						

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

	ø	GRAT		r	נסח	<b>&gt;</b> 70 0	ה	
		NATL NORM GRP	6	Uī	•	w	2	-
	<b>–</b>	4	01	9	\$	o	04	0
	2	7.	07	12	16	2	11	8
	3	12	0	12	é	07	15	9
STANINE	4	17	03	14	_t 67	13	15	.17
INE	5	20	9	90	14	25	15	13
	6	7.	10	£2	9	21	20	7
	7,	12 <b>4</b>	84	05	16	19	13	23
	œ	7	) į	9	1	07	0.4	8
	0	•	. 27	10	13	90	0	12

443

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent grade is at about the middle of stanine grade-level test inte^gnine equal portions. consistent fashion from one, grade to progressively lower, and the three higher five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines – 4, 5, and 6 from one grade to another. This constant The

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1973-74	974-75	22	
•	OT .	SCHOOL YEAR	
9		AL	١.
922	895	MERAGE	-
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1.2	1.9	* **	
	=	* BLACK	
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8		* HISPANIC	UDENT
11.4 87.4	87.4	% WHITE AND	
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31	9	INSTE	
	⊣	INSTRUCTIONAL	
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22	$\rightarrow$	PERSONA	
25.8	23.3	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
-	<u> </u>	* BLACK	
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0.0 74.2 35.3	76.7	* HISPANIC	STAFF TRENDS
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35,	37.5	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	1
ū	5	M.A. WITH OR HEGRE	
3.5	4.5	2	٠,
5	5	EXPLESA	
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	w		NIZATIO RENDS
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	•	, AC	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	GRADE EC	UIVALENT	SCORES 1					
ĜRADE				.0	ယ		•		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	*641	128	111*	106	135*	106	139*	136	129*	124	117*
READING MEDIAN	2.4	2.2*	3.7	3.6*	5.1	4.1*	5.5	4.9*	6.6	6.9*	8.6	7.7*
MATH COMPUTATION MEDIAN	2.4	2.3*	2.3* 3.2	3.4*	4.5	4.1*	6.1	5.1*	7.5	6-3*	9.9	7.6*
MATH CONCEPTS MEDIAN 2	2.4	NA	3.4	N.A	5.4	N.A	7.1	N.	7-1	N >	8.7	.×
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
				. :						,		

		DIF	FERENC	EINEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED'N	MEANS -	1974-75	3		i			
SUBJECT		1	READING	•			MATH	MATH COMPUTATION	ATION			HTAK	MATH CONCEPTS	PTS	
GRADE	2	3	*	5	6	2	3	4	5	6	2	3 '	*	55	6
DIFFERENCE	1.0+	+0.3	£ •0+	+0-5	+0.1 +0.3 +0.3 +0.5 +0.4 +0.0 +0.0 +0.7 +0.9 +1.0	+0.0	0.0+	7.0+	+0.9	+1.0	+0.0	+0-2	+1.5	+0-0 +0-2 +1-5 +0-6 +0-6	÷0.
PUPILS TESTED 4	102	85	89	115	102 85 89 115 106 101 86 89 115 107	101	86	89	115	107	101	86	89 115	115	107
												,			

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
CF READING STANINES
BY GRADE LEVEL

		NOR RP		п		~ ~ ~	;		
		NATL NORM GRP	6	υ,	*	w	N		
	-	4	0	0	C	01	0	0	
	2	7	01	01	03	0	0	10	
	w	12	ok	9	12	9.0	04	9	•
STANTNE	4	17	10	12	13	9	13	99	
Z	ري.	20	22	23	20	11	16	15	
	6	17	19	21	22	22	22	14	
	<b>ر</b> د	12	18	16	17	15	16	22	
	60	7	15	11	90	19	13	13	
	9	*	10	07	05	15	14	17	
				_					

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

l				5					
_	0	03	0.5	9	19	24	18	C5	17
, ~	0	0.3	9	1.9	16	13	21	10	80
- D C	0	0.3	01	18	19	19	13	14	12
40.0	0	05	90	14	14	18	10	18	17
υ U	0	10	4,0	. 60	18	16	25	12	15
ó	•	0	2,	05	15	23	17	21	19
NATE GRP	*	7	12	17	*20	17	12	7	*
	-	2	u	4	5	'δ'	7	80	9
				STANINE	INE	1			

#### PERCENTAGE DISTRIBUTION CF MATH CUNCEPTS STANINES BY GRADE LEVEL

		GRP NAT		п	n 🗇 3	<b>₽</b> Ø	,	
	•	NATL NORM GRP	6	u	•	w	2	
	1	•	0	۾	0	0	01	0
ľ	2	7	0	0	0	0	07	2
	w	12	0	05°	2	05	07	0
STANINE	4	17	05	2	05	80	11	12
INE	υı	20	15	21	10	12	81	12
l	6	17	24	29	14	21	21	24
	7	12	24	~	13	15	17	19
	á	7	19	0	23	13	12	21
	9	•	<b>14.</b>	13	32	24	06	۶,

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stanines progressively higher, levels of grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two indenote "about average" levels of achieve consistent fashion from one, grade to use essentially the same metric, or unit, progressively lower, and the three higher grade is at about the middle of stanine middle three stanines - 4, 5, and 6 another as shown in the charts above unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that ment.. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing The lower three stanines denote

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STUDENT THENDS  STUDENT THENDS  SCHOOL AND AND AND AND AND AND AND AND AND AND	
736 1.1 58.8 40.1 14.1 94.7 2 37 23	
STUDENT TRENDS  STUDENT TRENDS  STUDENT TRENDS  STACK  WAS PANIC  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF  STAFF	
STUDENT TRENDS  STACK  AND  AND  AND  AND  AND  AND  AND  AN	
STAFE  RATE &  ATTENDANCE  ADMINISTRATORS  STAFE  231  23 51 6 80 0000	
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2 2 TOMINISTRATORS 31 STAFFONAL 23 16 ROTI	١
STAFFONAL STAFFONAL	
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NATIONAL NORM	MATH CONCEPT'S MEDIAN 2	MATH COMPUTATION	READING MEDIAN	PUPILS TESTED .	SCHOOL YEAR	GRADE		
1.8	1.7	. 5.0	1.7	69	1974-75			
1.8	N N	1.8	1.8	60	1973.74		Act	
2.8	2.7	2.7	2.8	0.6	1974-75	N.	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	
2.8	NA	2.9	2-1	88	1973-74		TRENDS:	
3.8	4.2	4-1	· 3.0	89	1974-75 1973-74	·	GRADE EC	
3.8	NA	4.6	3.6	95	1973-74		UIVALENT	
4.8	6.0	5.6	3.9	106	1974-75		SCORES 1	
4.8	KN.	5-2	4.1	91	1973-74			
5.8	5.9	5-7	5.0	101	1974-75>	5		
 ь.в	2	6.6	5•4	100	1973-74			
6.8	7.7	7.2	6.5	113	l	6		
6.8	2 >	7.5	6.6	143	1973-74			

		DIF	FERENC	E IN EX	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	AINED N	MEANS -	1974-75	3			3 /		
SUBJECT		_	READING				MATH	MATH COMPUTATION	ATION			матн	MATH CONGEPTS	sía	
GRADE	2	ω	•	5	6	2	3	4	O1	6	2	ω	*	5	6
DIFFERENCE	<b>∌</b> +0.0	+0.0	+0.2	0.0+	-0.1	+0.0 +0.0 +0.2 +0.0 -0.1 -0.2 +0.3 +0.5 -0.2 -0.2	+0.3	+0.5	-0.2	-0-2	<b>*0*0</b>	+0.3	÷1.0	+0.0 +0.3 +1.0 +0.1 +0.4	<b>*0.</b>
PUPILS TESTED .	50	67	89	78	92	50 67 89 78 92 50 67 88 74 9	67	8.8	_ 74	92	50	50 67 89	89	74	22

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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

		RP AT		•		- ~ 0	•	
		NATE SRP	6,	u	4	u	N	
_	1	•	05	. 93	69	07	01	42
	2	7	03	07	9	23	10	66
	u	12	16	19	22	18	24	15
CTANINE	•	17	23	.29	18	16	13	18
E I	5	20	22	20	. 21	17	19	28
	6	17	19	80	11	14	13	16
	. 7	12	9	40	05	10	13	3
	· œ	7	0	03	C	42	C3	2
	9	4	. 0	2	05	01	10	03
-		_			_			

		GRAT	٠	Г	n 🛛 >	<b>P</b> 0	ר	
		NATL NORM GRP	6	5		w	2	-
	٠,	*	0	0	10	. 0	0	•
l	2	7	• 0	80	07	05	40	9
	w	12	07	18	05	90	. 21	3
STANINE		17	13	18	<b>;</b>	26	30	19
NE NE	vs	20	32	22	22	23	21	25
	٥	17	28	10	18	. 26	09	.21
	7	12	13	15	12	11	. 07	07
	8	7	0	, <b>C</b> 5	11	0	42	63
	<b>9</b> .	4	0	03	11	10	03	2
L_							-	

_		<i>,</i>	₩ AT	٥	<b>5</b>	*	w	2	-
		-	٠.	0	05	2	10	03	40
		~	7	06	8	0	10	16	8
		w	12	03	14	6	05	15	12
	STANINE	•	17	13	11	11	16	12	32
	INE	თ	20	21	29	19	27	16	25
		٥	17	27	19	21	16	18	10
	<u>:</u>	7	12	9	90	17	15	10	12
		<b>39</b>	7	10	05	15	90	07	0
		9	•	11	40	13	<b>6</b>	2	2

447

222

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grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 -

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STUDENT TRENDS  STAFF TRENDS  STAFF TRENDS  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  ORGANIZATIONAL  OR				
STUDENT TRENDS  STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	1973-74	1974-75	SCHOOL	
STUDENT TRENDS  STAFF TRENDS  ORG  STAFF TRENDS  ORG  STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	907	884	14	
STUDENT TRENDS  STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	0.7	9-0	MBERSHIP	
STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR		34.3	BLACK	STU
STAFF TRENDS  ORG  ORG  ORG  ORG  ORG  ORG  ORG  OR	72.1	65.1	* W	
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2.8	N.A	3.2	2.8	87		•	TRENDS:
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4.8	N.	5.4	4.6	. 139	1973.74		
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		말	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	TTA DNA	A DBNIA	EANS -	1974-78	3					
SUBJECT	-	_	READING	•	٠		MATH	MATH COMPUTATION	NOITA			MATH	MATH CONCEPTS	ST	
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PUPILS TESTED *	61	75	106	111	61 75 106 111 108 (62 75 105 111	62	75	105	111	801	62	75	105	62 75 105 111	108
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PERCENTAGE DISTRIBUTION
CF READING STANINES
BY GRADE LEVEL

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### PERCENTAGE DISTRIBUTION CF MATH COMPUTATION STANINES BY GRADE LEVEL

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	1	10	01	11	12	32	18	10	05	2
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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	9	•	10	03	05	10	40	0

# → 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. middle three stanines - 4, 5, and 6 progressively lower, and the three higher clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achieve another as shown in the charts above unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to from one grade to another. This constant

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1973-74	. 1974-75	· ·	
•	75	SCHOOL PEAR	
	٦/	YEAR ALL	
844	753	AVERAGE DAILY MEMBERSHIP	
	0	BEASHILY	
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		ADMINISTRATORS	
33	3	NSTRILL	
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16	=	0.00	
54	23	PERSONNEL	
24-2	23.5	* R1	
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		,	A CH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE EC	UIVALENT	SCORES 1					
	GRADE	_		2		. 3				5		6	•
	SCHOOL YEAR	1974.75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74"	1974-75	1973-74	1974-75	1973-74
	PUPILS TESTED	71	52*	107	102*	90	107*	46	111*	102,	138*	127	139*
	READING MEDIAN	1.7	1.7*	, 3.6	3.0*	3.7	3.5*	4.8	4.3*	6.0	5.4	6.8	6.4*
	MATH COMPUTATION	2.1	2.1*	3.8	3.1*	3.9	4.1*	5.0	4.6*	6.0	6.0*	7.5	6.5*
•	MATH CONCEPTS MEDIAN 2	2.1	2 >	3.4	NA	4.7	NA	4.9	NA	5.8	N	7.6	2
	NATIONAL NORM	1.8	1.8	2.8	2.8	ಯ_	3.8	4.8	4.8	8.8	5.8	8.8	6.8
												•	

		DF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND AFT	AINED N	IEANS -	1974-75	μ					
SUBJECT	,	<b>.</b>	READING				HTAM	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	(,
GRADE	2	· ω	•	5	6	2	3	4	ຫ	GD.	2	ω	4.	σn	<u>გ</u>
DIFFERENCE	+0.7	<b>-</b> 0.3	+0.5	+0.3	+0.7 =0.3 +0.5 +0.3 +0.2 +0.1 =0.2 =0.4 +0.4 +0.4	1.04	-0.2	-0-4	+0-4	+0•0	+0.0 +0.2 =0.1 +0.2 +0.3	+0.2	-0.1	+0,2	+0.3
PUPILS TESTED 4	84.	<b>3</b>	87	93	48 84 87 93 121 48 84 86 92 12	48	.84	86	92	120	<b>48</b>	<b>8</b>	86	92	120

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRACE LEVEL

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		NATE NOR#	٥	Ģ	*	w	7	-	
	1	*	C1.	40	9.0	05	Ĉ	10	
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	3	12	14	6	90	13	06	80	
STANINE	•	17	22	18	30	24	17	25	
Z Z M	US	20	25	24	14	27	12	23	
	<b>6</b> .	17	12	22	15	13	16	17	
	7	12	14	12	10	90	24	90	
	8	7	05	C5	83	0	14	C4	
	· o	•	40	0	03	03	80	40	
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LEVEL	MATH COMPUTATION :	PÉRCENTAGE DISTRIBUTION
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<b>,</b>	01	80	13	15	25	17	15	10	03
∾ .	0	40	. 05	0	07	22	20	16	16
w	0	•	12	23	27	23	90	င	0
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ъ	0	07	7	16	2	14	11	.60	05
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PERCENTAGE DISTRIBUTION -CF MATH CONCÉPTS STANINES BY GRACE LEVEL

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		7 운구	٠	J	\$	w	N	-
	1	*	01 °	03	03	01	C	0
4	2	7	03	95	10	01	0	03
	w	12	0.4	13	10	05	0	13
STANI NE	•	17	23	23)	75	20	0	21
H.	5	20	18	5.	28	13	24	13
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	<b>a</b>	7	11	₽	05	13	10	8
	9		1.3	03	10	•	13	7

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<u> </u>			
1973-74	A974.75	SCHOOL	
733	759	<b>*</b> 1	
17.7	16-4	MEMBERSHILY	
8	9.0	* BLACK	ST.
73.5	74-6	* HISPANIC  * WHITE AND	STUDENT T
13-8	13.2	TR. TR.	TRENDS
94.2	94.5	TRANSIENCY RATE A	
1	1	ATTENDANCE RATE &	
28	35	AOMINISTRATORS	
13	10	STAFFONAL	
25-0	28.5	PERSONNEL	ı
0.0	0.0	* BLACK	STAI
75.0	71.5	* HISPANIC  * WHITE AND	STAFF TRENDS
28.1		OTHER AND	ÖS
10.7		へ のこのこり	
91		EXPERIENCE ING	
NA.	103 . 748	UTILIZATION .  OFFICATION .  OFFICATION .  OFFICATION .  OFFICATION .	53
2			GANIZATIO
	,	PER PURE	TVMOHYL
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		∴ AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	DUIVALEN	r SCORES 1					
GRADE	<b>-</b>	•• •		2		•	•		5		4	CD.
SCHOOL: YEAR	1974.75	1973-74	1974-75	1973-74	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED.	121	109	97	95	107	116	112	114	128	140		
READING MEDIAN	1.7	. 1.7	3.3	3.1	3.8	3.9	4.6	4.9	6.2	6.6		
MATH COMPUTATION	2.1	2.0	3.4	3.7	4-4	4.5	5,2	5.4	6.5	6.7		
MATH CONCEPTS MEDIAN 2	2.0	2 >	3.7	N.	5-0	. ∨n	4.9	*	5.9	N A		
NATIONAL NORM	1.	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	62.5.	Ø.50	,

		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	TTA GIV	AINED M	EANS -	1974-75	n		ļ. 			ŀ
SUBJECT .		<b>3</b>	READING	-		-	HTAR	MATH COMPUTATION	ATION		۲	HTAM	MATH CONCEPTS	PTS	Ç,
GRADE	2	ω	*	'n	ď	2	3	•	5	6	2	3	*	5	σ
DIFFERENCE	+0.2	0.1	+0.2 =0.1 +0.0 =0.3	0.3	,	+0.2	+0.2 +0.1 +0.1 -0.2	÷0•1	0.2		+0.5	+0.5 +0.5 +0.2 -0.3	+0.2	-0.3	
PUPILS TESTED 4	7,	22	74 81 93 100	100		7.5	74 80 93 100	93	100		74	80	80 93 100	100	
								-							

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils accord higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.



5-28

PERCENTAGE DISTRIBUTION OF READING STANINES.

	*	RRATE						,	,
	, 11	₹% 33 L	6	5	4	w	2	1	
	1	4	1	05	03	0	90	9	
	2	7	1	05	15	04	07	9	
	u u	12	:	12	14	12	10	17	
STANINE	4	17	;	11	15	21	10	17	
I NE	5	20	;	23	8	19	15	15	
	6	17	:	21	14	15	14	17	
	7	12	:	13	80	10	22	9	
	8	. 7	:	CS	10	60	05	05	
	9	4	:	04	0	07	10	ξÒ	
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANSINES BY GRADE LEVEL

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		GRAN	=	٥ -	/y	4	ú	Ν.	-
	-	4	1	:	10	03	0	10	0
	2	7		. ;	80	06	90	06	07
	w ·	12		:	07	13	08-	07	12
STANINE	4	17		:	-13	19	14	11	9
I NE	5	20.		1.	19	22	25	18	26
	6	<b>17</b>		ŀ	16	14	21	17	17
	7	12		ŀ	24	10	04	23	15
	<b>8</b>	7		ł	96	0,4	10	10	3
	۰	4		ł.	90	10	11	07	8

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		NAT L SRP	σ.	u	4	ω	2	-
	1	4	I	04	0	CI	10	10
	2	7	1	05	07	03	03	6
	w	12	1.	13	09	04	05	9
STANINE	4	17	ŀ	17	14	Ξ	07	17
II NE	υn-	20	ł	21	29	26	15	20
	6	, 17	•	16	13	.17	22	. 20
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	•	7	, 1	07	07	¥;	13	90
	9	٠.	:	05	08	<b>*</b> .	13	90

453

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

another as shown in the charts above achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade-level test into nine equal portions. consistent fashion from one, grade to clude very low scores and, to the extent grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a five. The lower three stanines denote use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant The

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

a

	3	2 >	166	8.1	33.7	83.1	0.0	16.9	21	83	° 5	93.0	8.2		10.7 89.0	0.3	2054	1973-74
	w	737	191	o. o	31.2	76-4	4.1	19.5	22	97	UI	92.6	12.1	87.1	12.3	0.6	5812	1974-75
TER PUBLIS	PER PUBLIS PER PUBLIS PER PUBLIS PER PUBLIS	OPEON	A PLANT	MA ONITH OR MIGHER AVG	MA WITH	* HISRANIC * WHITE AND	* BLACK	, 'VE'	STAFFONAL PERSONAL	ADMINISTRATORS INSTRUCTIONAL	ADMINIST ANGE	ATTENDANCE RATES	TRANSIENCY RANSIENCY	* HISPANIC  * WHITE AND	* BLACK	MEMBERSHILY	4.	SCHOOL YEAR
DS	TRENDS	OR.			SC	F TRENDS	STAFF						ENDS	STUDENT TRENDS	ants			

	ACHIEVE	MENT TREP	ACHIEVEMENT TRENDS: PERCENTILE SCORES	ENTILE SOC	RES 1			
GRADE	9			7			8	
SCHOOL YEAR	1974-75.	1974-75. 1973-74	1974-75	1973-74	1974-75	1973-74	1074-75	1973-74
PUPILS TESTED			729	639	684	639	659	668
READING MEDIAN			58.0	58.0 54.0	60.0	50.0	58.0	60.0
MATH COMPUTATION  MEDIAN			58.0	62.0	62.0	62.0	62.0	58.0
MATH CONCEPTS MEDIAN 2		٧N	58.0	NA	60-0	2	2>	2
NATIONAL NORM	6.0	6.0	50%	50% 7.8	50%	2 5 5 2 5 5	50%	25
				•	(fr			

		DIFF	RENCE IN E	XPECTED .	AND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	S - 1974-75		0			
SUBJECT		READING	DING	•		MATH COMPUTATION	PUTATION	25.	(Per	MATH CONCEPTS	NCEPTS	ر ب
GRADE	0	7	<b>6</b> 0	9	6	7	. 88	9	6	7	8	8
DIFFERENCE		*4.3	+4.3 +4.2 +1.4	*1.4		. +7.5	+7.5 +2.5 +1.6	+1.6	•	+7-3	+7.3 +3.3	2 >
PUPILS TESTED 4		609	580	549		609	580 0	549	4	609	579	2 >

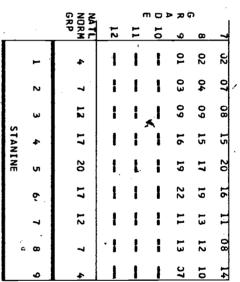
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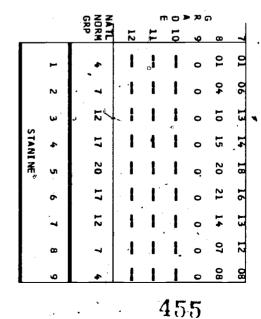
PERCENTAGE DISTRIBUTION OF READING STANINES BY GRACE LEVEL

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	88.1	12	14	5	9	œ	7
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL



#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL



# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine grade-level test into nine equal portions. progressively lower, and the three higher five. The fower three stanines denote denote "about average" levels of achieve middle three stanines - 4, 5, and 6 another as shown in the charts above consistent fashion from one, grade to the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant Grade-level performance at each The

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1973-74	1974-75	SCHOOL VEAR	
2082	2202	All	
38.4	38.5	MEMBERSHILY	
9.8	10.6	* BLACK	STUE
51-8	50.9	* HISPANIC  * WHITE AND  OTHER	STUDENT TRENDS
9.3	11.5	1 Pa	RENDS
93.0	93.7	ATTENDANCE RATE &	
. 5	4	ADMINICE &	,
48	96	ADMINISTRATORS INSTRUCTIONAL	
27	31	PERSON!	
19.1	25.0	PERSONNEL * BLACK	
7.0	6.2	* HISPANIC	STAFF
7.0 73.9	68.8		TRENDS
32.3	35.8	M. S. W.	S
6.6	7.2	OR HIGHER FLATIONER EXTENSION	
160	186	SE KIONER SERVE SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN SELLEN	
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Z	w	EXPENSES CONTRACTED CONTRACTED SERVICES	ORGANIZATION TRENDS
	· .	TUPIS O	ONAL

	ACHIEVE	MENT TRE	NDS: PERC	ACHIEVEMENT TRENDS: PERCENTILE SCORES	RES 1		•	
GRADE	9			,	8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED "			- 697	*040	649	670*	653	621*
READING MEDIAN	*		40.0	7.2*	38.0	8.1*	38.0	8.8*
MATH COMPUTATION MEDIAN			48.0	7.0*	7.0* 40.0	7.5*	7.5* 40.0	7.7*
MATH CONCEPTS MEDIAN 2		AN	38.0	NA	40.0	Z >	N >	2
NATIONAL NORM	6.8	8.8	50%	50% 7.8	50%	8.8 \$08	50%	8.6 \$03
						•		

		DIFF	RENCE IN E	XPECTED	AND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	iS - 1974-75	ü				
SUBJECT		READING	SING			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	ı
GRADE	9	7	8	9	6	7	*8	9	6	· 7	æ	٠ ا
DIFFERENCE	-	-0.3	-0.3 +0.8 +0.5	+0.5		+5.1	+5.1 +2.8 +2.0	+2.0	•	+2.2	+2.2 +3.1	Z
PUPILS TESTED.		165	572	572 554		591	573	553		590	572	1
					1					!		

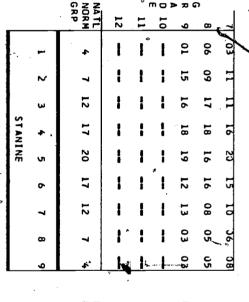
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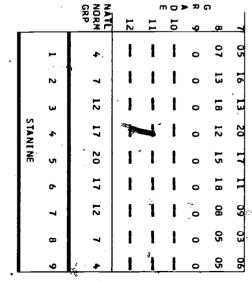
PERCENTAGE DISTRIBUTION OF READING STANINES BY GRACE LEVEL

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•		NORM GRP	12	11	10	9	<u>aa</u>	7
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	2	7	1	ł	ł	12	12	10
· :	æ	12	I	ŧ	1	16	14	17
STANINE	4	رآز	·	ł	1	. 17	22	12
INE	5	<u></u>	ł.	ł	1	19	17	20
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	9	<b>.</b>		1		8.	03	03
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES ) BY GRADE LEVEL



#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL



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## ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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1				
	1973-74	1974-75	SCA	
	2164	2236	SCHOOL YEAR	
			A VERA GE DAIL Y MEMBERSHIP	
	0.5	0.6	* AL	
	23.3	29.8	* BLACK	ราบ
	23.3 76.2	69.6	* HISPANIC	STUDENT TRENDS
1	9.7	10.6	% WHITE AND	RENDS
′	7 92.5	92.5	RANSIENCY AL	
	5	5	ATTENDANCE RATE &	•
	5	5	OMINISTO	
	97	103	INSTRUCTIONAL	
	40	34	P. Or.	
	19.6	20 - 3	PERSONNEL	
	2.1	4.8	* BLACK	STAFF
	78.3	74.9	* HISPANIC	
	35.2	43.9	& WHITE AND	TRENDS
	2 8.6	9 10.0	MA OEGREE A OEGREE A VG	
		,	SE AT SE SE SE SE SE SE SE SE SE SE SE SE SE	
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	ACHIEVE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NDS: PERC	ENTILE SOC	)RES 1			
GBÅDE		,	7	'	8		9	)
SCHOOL YEAR.	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74 1974-75	1974-75	1973-74
PUPILS TESTED			703、	691	654	627	647	668
READING MEDIAN			0.44	42.0	48.0	44_0	42.0	46.0
MATH COMPUTATION MEDIAN			44.0	46.0	46.0	50.0	50.0	44-0
MATH CONCEPTS MEDIAN 2	)	N.A	44.0	NA.	46.0	Z	Z >	N A
NATIONAL NORM	8.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

		DIFF	RENCE IN E	XPECTED /	AND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	IS - 1974-71	; 3				
SUBJECT		REA	READING			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	
GRADE	6	7	. 8	9.	6	7	8	9	6	7		9
DIFFERENCE		. +1.0	+1.0 +2.0 -0.4	+.0-		+1.5	+4.5	+1.5 +4.5 +0.7		+5.2	*4-4	N A
PUPILS TESTED 4		621	621 600	589	,	÷ 620	600	589		621	599	N >

- 1. In 1973-74 one-half the schools were administered the "Old" Starfford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally, be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade aquivalents; scores for higher grades are percentile. higher grades are percentiles.
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

OF READING STANINES
BY GRACE LEVEL

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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20   1	25 25
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17 20 17	11 18 25 12 09 05 10 20 20 15 12 05 09 19 25 19 16 03

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★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine denote "about average" levels of achievegrade-level test into nine equal portions. another as shown in the charts above. unit enables scores to be organized in a Stanine scores are converted scores that progressively lower, and the three higher ment. Grade-level performance at each consistent fashion from one, grade to use essentially the same metric, or unit, the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant five. The lower three stanines denote middle three stanines - 4, 5, and 6 -The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

144	6.4	8-55	75.0	6.8	18.2	£ <b>4</b> 3	88	5	0.16	10.4	58.9	40.9	2.0	2387	1973-74
7.1		39.7	76.7	6.3	17.0	40	94	5	90.0	0.01	48.3	51.4	0.3	2594	1974-75
OF HIGHER ARS OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF THE REPORT OF	OR 08074	M & WI	* HISPANIC * WHITE AND	* BLACK	· NE.	STAFFONAL PERSONIE	AOMINISTRATORS INSTRUCTIONAL	AOMINICE &	ATTENDANCE RATE &	TRI	1 & HISPANIC  & WHITE AND	* BLACK	MEMBERSHIP &	114	SCHOOL YEAR
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8.6 %05	50%	50% 8.8	50%	50% 7.8	50%	8.8	6.8	NATIONAL NORM
NA.	2 >	N.	60.0	2 >	62.0	Z >		MATH CONCEPTS MEDIAN 2
10.9*	9.6* . 62.0	*9.6	8.4* 58.0	8.4*	52.0			MATH COMPUTATION MEDIAN
9.5*	8.5* 54.0	8.5*	46.0	7.5*	44.0	g g		READING MEDIAN
. 674*	703	<b>668</b> *	673	<b>\$65</b>	747			PUPILS TESTED
1973-74	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
	9		8	7			6	GRADE
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		DIFF	RENCE IN E	EXPECTED .	AND ATTA	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	IS — 1974-71	9				
SUBJECT		READING	DING			MATH COMPULATION	PULATION			MATH CONCEPT:	NCEPTS	
SRADE &	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		8-0-	-0.8 +0.0 +2.9	+2.9		+2.5	+0.1	+2.5 +0.1 =0.1		+9.7	+2.1	N
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 In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
denotes the soppols taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in
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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBJTION OF WATH COMPUTATION STAVINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of denote "about average" levels of achieve another as shown in the charts above. unit enables scores to be organized in a clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote The

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	[ ]		
1973-74	1974-75	SCHOOL YEAR	•
1302	1260	4.	,
19.3	20-8	MEMOERSHIP Y	
8.4	11.3	* BLACK	STUE
72.3 12.2	67.9	* HISPANIC  * WHITE AND	UDENT TRENDS
	12.4	TA.	ENDS
93.4	93.8	7/N.	
•	S	RATE NOE	
59	19	ADMINISTRATORS INSTRUCTIONAL	 
23	22	PERSON!	
18.6	18.0	PERSONNEL * BLACK	
5.1	3.2	* HISPANIC	STAFF
76.3	78.8	m.	TRENDS
39.1	45.1	MA WITT	S
6.5	6.9	ANGHER FLA	
117	118	EXPERIENCE UTILIZATIO	
*	<b>85</b> 0	EXPATING	ORG
N.	ø	ENSUS ON THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STREET OF THE STR	TRENDS
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GRADE	- 6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	·		390	374	371	÷12	412	420
READING MEDIAN .		ç	44.0	54.0	50.0	58.0	60-0	60-0
MATH COMPUTATION			42.0	56.0	50.0	54.0	58.0	58.0
MATH CONCEPTS MEDIAN 2		NA	50-0	NA	52.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	\$0%	50% 7.8	50%	8.5 8.5 8.5	50%	8.0% 20%
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N N	324	326	•	698	324	326	•	349	324	325		red 4
NA	+7.2	+3.8	•	. +3.4	+2.0	-0.4		+1.6	+1.2	+0.0	,	E
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	NCEPTS	MATH CONCEPTS			PUTATION	MATH COMPUTATION			READING	REA		
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				58.0	58.0	54.0	50.0	56.0	42.0			UTATION
			,	60.0	60.0	58.0	50.0	54.0	44.0			IEDIAN .
	4	•		420	412	412 	371	374	390			TED .
	62			1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	AR.
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in 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An astarisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.

PUPILS TEST DIFFERENCE GRADE SUBJECT

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PERCENTAGE DISTRIBUTION OF READING STANINES AY GRADE LEVEL

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PERCENTAGE DISTRIBUTION

OF MATH COMPUTATION STANINES

BY GRADE LEVEL

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STANINE

At least one pupil but less than 0.5% scoring in this stanine.

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievegrade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a five. The lower three stanines denote ment. Gradè-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing use essentially the same metric, or unit, from one grade to another. This constant Stanine scores are converted scores that middle three stanines -4, 5, and 6-

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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	9	•	1	ı	1	0	07	Ş

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75	SCHOOL	
1889	2078	11.	
0.0	0.0	MEMBERSHIP &	
43.7	55-0	* BLACK	STUE
56.3	45.0	* HISPANIC  * WHITE AND	STUDENT TRENDS
9.1	9-2	TRA	RENDS
93.9	93.8	ANSIENCY ATTENDANCE RATE &	
. 5	5	ADMINISTRATORS	•
80	91	INSTRUCTIONAL STAFF ON AL	
36	28	PERSONAL	
21.2	19.7	PERSONNEL  * BLACK	
8.8	17.5	* HISPANIC	STAFF
70 <b>.</b> 0	62.8	N/4.	- TRENDS
34.9	36.2	M & W	SC
9.3	<b>9.</b> 0	7/0,7/6	
129	154	A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A SERVED A S	
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	<b>ACHIEVE</b>	MENT TREA	VDS: PERCI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	RES 1	•		
GRADE	9		7	,	8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973.74	1974-75	1973-74
PUPILS TESTED			782	<b>*</b> 519	560	563*	611	615*
READING MEDIAN			46-0	*8.1	42.0	8.8*	54.0	9.5*
MATH COMPUTATION MEDIAN			52.0	8.4*	48.0	\$.2*	58.0	10-1*
MATH CONCEPTS MEDIAN 2		N.A	50.0	Ž.	52.0	2	NA	×
NATIONAL NORM	8.8	6.8	<b>%</b> 09	50% 7.8	50%	2. S	<b>50%</b>	8.8 80%

2	487	679		534	679 487 534	679		534	679 487 534	679		STED 4
2 >	+2.4	*0.7		-0.5	+1.6 -0.7 -0.5	+1.6		+1.0	+1.7 -1.7 +1.0	1-11-7		CE
9	80	7	6	9	8	7	6	9	8	7 .	6	
	NCEPTS	MATH CONCEPTS			PUTATION	MATH COMPUTATION	1		SNG	READING		
				5 3	IS - 1974-71	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974.75 3	AND ATTA	XPECTED	RENCE IN E	DIFF		

PUPILS TEST

SUBJECT GRADE

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in
  percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another,
  but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from 2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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	2	7	. 1	1	ł	2	80	8
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STANINE	•	17	ł	i	ł	22	19	ഒ
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	ο,	17	1	1	ļ	21	17	15
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### 0-At least one pupil but less than 0.5% scoring in this stanine

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade-level test into nine equal portions. grade is at about the middle of stanine denote "about average" levels of achieve another as shown in the charts above. consistent fashion from one, grade to five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stagine scores are derived by dividing use essentially the same metric, or unit, Stanine scores are converted scores that unit enables scores to be organized in a from one grade to another. This constant The

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

			डार्ग	UDENT TI	TRENDS						STAFF	F TRENDS	DS .			070	GANIZATIO TRENDS	SAL
SCHOOL YEAR	14	MEMBERSHIP	* BLACK	* HISPANIC	WHITE AND TRANSIENCY RATE &	77.	ADMINICE &	AOMINISTRATORS INSTRUCTIONAL	STAFFONAL PERSONS	·VE.	* BLACK	* HISPANIC OTHE AND	A K	"GLIEE	TANGER PROCESS OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE ACT OF THE	UTILIZATION  OPERATION  EXPENSES  CONVICTOR	CONTRACTED SERVICES	TAUSES O
1974-75	2374	0.0	46.6	53.4	12.9	39.1	•	114	31	13.1	5.2	81.7	42.8	10.0	96	947	9	
1973-74	2195	0.2	38.9	60.9	14.2	89.5	4	98	49	11.2	1.0	87.8	40.2	10.1	88	× ×	2 >	,

•	ACHIEV	ACHIEVEMENT TRENDS: PERCENTILE SCORES	ENDS: PEF	RCENTILE S	CORES'			
GRADE		9	, ,	10 🕋 .	4	3	12	2
SCHOOL YEAR	1874.75	1974-75 1973-74	1974-75	-	1974.75	1973-74 1974-75		1973-74
PUPILS TESTED			770	751	692	557	434	400
READING MEDIAN			50.0	54.0	46.0	48.0	56.0	56.0
MATHEMATICS MEDIAN			52.0	58.3	56.0	60.0	62.0	56.0
NATIONAL NORM	50%	8.e <b>%</b> 03	50%	50% 10.8	50%	8.11 %05	50%	50% 12.8
					,			- [

DIFFE	RENCE IN	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	AND ATT	VINED ME	ANS - 197	175 2		
SUBJECT		READING	DING			NATHEMATICS	AATICS	
GŖADE	9	10	=	12	9	õ	Ξ	112
DIFFERENCE		+0.4	+0.4 +0.3 -1.1	-1.1		-2.2	<b>-2.2</b> +0.3 -2.0	-2.0
PUPILS TESTED 3		633		554 362	4	632	632 554 362	362
		-						

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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PERCENTAGE DISTRIBUTION ITATION STANINES

PERCENTAGE DISTRIBUTION
DF MATH CONCEPTS STANINES
BY GRADE LEVEL

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grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a five. The lower three stanines denote denote "about average" levels of achieve-Stanine scores are derived by dividing from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each The

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geneity of achievement levels at that at each grade level for the school, one grade. No matter what the school at the higher stanines. achievement average, most schools will have some pupils at the lower and some may develop a notion about the hetero By inspecting the stanine distribution

		Z >	N.	130	7.1	35.3	86.5 35.3	1.9	11.6	· 66	155	6	89.6	26.7	67.5	851	24.0	3517 24.0	1973-74 ₅	
	-	1 2	827	148	7.4	42.9	86-0	1.7	12-3	<b>48</b>	170	6	89.7	25.6	65.6	10.4	24.0	3787	1974-75	
	PER PUPIL	CONSTR	OPENTION	ANGHER EXPERIENCE OTHER	OR HIGHER FLATONE	MA SWITH	* HISPANIC WHITE AND	* BLACK	PERSONNEL	BUTAFFONAL	ADMINISTRATORS INSTRUC	ATTENDANCE ADMINIC	ATTENS	R	* WHISPANIC .  * WHITE AND OTHER.	* BLACK	MEMBERSHIP Y	10	SCHOOL YEAR	
Ē	NOIT	GANIZATION TRENDS	ORG			Sco	STAFF TRENDS	STAF					•	TRENDS	STUDENT TR	รтบเ				

	*	ACHIEV	EMENT TRE	:NDS: PE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	CORES				
GRADE					ō •	1	_	, 12	2	
SCHOOL YEAR		1974-75	1973-74	1874-75	1974-75 1973874	1974-75 1973	1978	1974-75	1974-75 1973-74 .	
PUPILS TESTED	g •			1153	1151*	1035	<b>F</b> 011*	631	÷000€	
READING MEDIAN		-		54.0	₩ 11.2¥ 50.0	50.0	12.5*	46.0	13.8*	•
MATHEMATICS MEDIAN				54.0	11.4* 60.0	60.0	12.6*	56.0	13.4*	κι,
NATIONAL NORM		50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	-Sans	50% 12.8	
							•			

DIFFE	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	EXPECTED	AND ATT	NED MEA	NS - 1974	-75 ²		,
SUBJECT		READING	DING			MATHEMATICS	ATICS	
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE ,		+1.1	+0.2 +0.3	+0.3	,	+2.8	+2.8 +0.2 =0.2	-0-2
PUPILS TESTED 3	,	982	892	155		7 982	892	550

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PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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PERCENTAGE DISTRIBUTION STANINES

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PERCENTAGE DISTRIBUTION
OF MATH CONSEPTS STATES

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### At least one pupil but less than 0.5% scoring in this stanine

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clude very low scores and, to the extent achievement. Stanines one and two ingrade-level test into nine equal portions. stanines progressivély higher, levels of progressively lower, and the three higher denote "about average" levels of achieve Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each The

> eight and nine indicate very high levels answer only at about chance level of the answering almost all questions correctly. ing the questions. Stanine nine scores expected by marking answers without readtest; that is, in about the score range of skill. Pupils scoring in stanine one relatively strong skill deficits. Stanines that the test scores are valid, indicate indicate neasperfect performance; that is

ative populations, and that the more ex percent of the pupils tested in the normfour, five, and six include the middle 54 shown to the right of the term "NATL NORM norm group scoring in each stanine is GRP" shown above. Note that stanfnes The percentage of pupils in the national

> tive group scored at or below stanine three34% + 7% + 12% = 23%. cents up to and including that stanine. nine may be computed by adding all perpupils at or below any particular stasmaller percentages. The percentage treme stanines contain progressively, For example, 23 percent of the norma

at the higher stanin geneity of achievement levels at the may develop a notion about the heter at each grade level for the school, one achievement average, most schools will grade: No matter what the school By inspecting the stanine distribution have some pupils at the lower and some

	×	ΝÀ	102	6.3	48.8	75.5	10.0	14.5	55	~110	5	89.2		62.0 17.2	31.3	6.7	2519	1973-74	
	w	907	102	7.1	55.3	74.9	9.2	15.9	44	119	5	90.1	13.9	54.8	37.2	8.0	2512	1974-75	Γ.
CONTRACTED EXTRACTED EXTRACTED	OPERATING PERALING CONTRACE EXPERACE	1542	A VO YEARS  EXA TEXENTER  EXA TEXENTER  EXA TEXENTER  OTHER	MA WITH OR DEGREE  A VG  EX. TO VE	MA SWITH	* HISPANIC * WHITE AND	* BLACK	PERSONNEL S	DOT:	ADMINISTRATORS INSTRUCTIONAL	ADMINICE &	ATTENDANCE	TRI	* HISPANIC  * WHITE AND	* BLACK	MEMBERSHIP Y	111	SCHOOL	_
SCIONAL	GANIZATION TRENDS	ORGA			S	F TRENDS	STAFF						RENDS	UDENT TRENDS	STUE	,			

GRADE	-	8	_	6		1	12	2
SCHOOL YEAR	1974-75	1973-74 1974-75 1973-74	1974-75	1973-74	1974-75 1973-74 1974-75 1973-74	1973-74	1974:75	1973-74
PUPILS TESTED		•	828	729	Ť56	756	677	514
READING MEDIAN		-	48.0	46.3	40.0	52.0	56.0	58,0
MATHEMATICS MEDIAN			52.0	C-84	46.0	56.0	60.0	62.0
NATIONAL NORM	50%	9.8	50%	50% 10.8	50%	50% 11.8	203	50% 12.8

DIFFE	RENCE IN	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-752	AND ATT	AINED ME	ANS - 1974	L75 ²		
SUBJECT	t.	READING	DING			MATHEMATICS	MATICS	
GRADE	8	10	11	12	9	10	11	12
DIFFERENCE		-0.8	<b>-0.8</b> +0.8 <b>-0.1</b>	-0-1		-2.0	<b>-2.</b> 0 +0.2 <b>-0.</b> 2	-0.2
PUPILS TESTED 3		705		607 608		0 704	608	606
					,			

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

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PERCENTACE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STAVINES BY GRADE LEVEL

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		NATE NORM GRP	12	11	10	۰,	00	7
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	u	12	9	12	13	ł	ł	4
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I NE	5	20	18	22	24	ł	i	1
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	<b>6</b>	7	10	40	05	ŀ	ł	1
	9		12,	06	07	ł	ı	

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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	_		NATE NORM GRP	<u> </u>	=	6	۰	00	
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		2	7	0	0	0	1	ı	1
		ω°	12	d	0	0	1	1	ł
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	I NE	υı	20	0	Ø	0	ł	ì	1
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grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 -

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	N >	N2	102	9.6	44.5	85.4 44.5	3.5	11.1	Ş1	144	6	92.0	13.7	19.9 79.8 13.7	19.9	0.3	2968	1973-74
	*	925	130	10.3	45.5	83.1	5.2	11.7	\$	153	6	91.5	13.2	77.9 13.2	21.9	0.2	3100	1974-75
CONTRACTED  EXPENSES  PER PURIS	PER PURIL	EXPARA	ELANG TEARS EXPERIENCE  UTILIZATIO	24626	MA & WITH	* HISPANIC  * WHITE AND	* BLACK	PERSONNEL &	INSTRUCTIONAL PEOLING	AOMINISTRATORS INSTRUC	ADMINIO ADMINIO	ATTENDANCE	1 194.	* WHITE AND	& BLACK	MEMBERSHIP &	110	SCHOOL YEAR
SCIONAL	GANIZATIO TRENDS	ORG,			S	F TRENDS	STAFF						ENDS	STUDENT TRENDS	STUE			

	ACHIEVI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NDS: PER	CENTILE S	CORES ¹			
GRADE	3	)	1	0	1	-	ı	2
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED		•	1107	1026*	878	*868	764	745*
READING MEDIAN			54.0	10.4* 44.0		11.6* 46.0		12.9*
MATHEMATICS MEDIAN			54.0	10.9*	52.0	10.9* 52.0 12.6* 54.0	54.0	12.9*
NATIONAL NORM	50%	50% 9.8	50%	Ø 50% 10.8	50%	50% 11.8	50%	50% 12.8
		•						-

DIFFE	RENCE IN	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	AND ATT	AINED ME	NS - 197	4-75 ²		
SUBJECT .		READING	DING	•		MATHEMATICS	ATICS	
GRADE	ŷ	10	11	11 : 12	9	10	11	့ 12
DIFFERENCE		8 *0 +	+0.8 -0.1 -0.7	-0.7		-0.3	-0.3 -0.2 -0.8	-0.8
PUPILS TESTED 3		086	804	716		980	803	715

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in
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PERCENTACE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

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STANTUE		17	22	20	19	1	1	- 1	
Z	5	20	26	25	23	ł	ł	1	
	6	17	17	81	81	ı	ł	ł	
	7	12	10	9	1	1	ł	1	
	<b>&amp;</b>	7	40	05	07	Į	1	ı	
	9		03	8	C7/	L	ı	l	
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#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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stanines progressively higher, levels of grade-level test into nine equal portions. consistent fashion from one, grade to clude very low scores and, to the extent achievement. Stanines one and two inprogressively lower, and the three higher another as shown in the charts above. unit enables scores to be organized in a use essentially the same metric, or unit, grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing Stanine scores are converted scores that from one grade to another. This constant The lower three stanines denote The

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#### SOUTH AREA 6

LEISURE CITY	HOWARD DRIVE	GULFSTREAM	GOULDS D	FLORIDA CITY	CUTLER RIDGE	CORAL REEF	COOPER, N. K.	COLONIAL DRIVE	CARIBBEAN	BEL-AIRE	AVOCADO	AIR BASE	Elementary Schools
WHISPERING PINES	WEST HOMESTEAD	SOUTH NIAMI HGTS.	RICHMOND	REDONDO	REDLAÑD	PINE VILLA	PINECREST	PERRINE	PALMETTO	NARANJA	MOTON, R. R.	MIAMI HGTS.	1001s
		· (	<b>.</b>				٠	REDLAND .	PALMETTO PALMETTO	MAYS	HOMESTEAD	CUTLER RIDGE	Junior High Schools
•		•	•	•		1	•		•	Δ.	SOUTH DADE	MIAMI PALMETTO	Senior High Schools

LEWIS, A. L.

0.			
° 1973-74	1974-75	SCU	
	$\dashv$	SCHOOL YEAR	
1392	1524	Ale	
7.6	11.2	MEMBERSHIP Y.	
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3.5	4.2	8 410	STU
6.88	84.6	* HISPANIC	STUDENT TRENDS
9	$\vdash$	% WHITE AND	TRE
34.7	33.0	TRA	SDN
9		RATERCY	
95.7	93 • 3	ATTENDANCE RATE &	
		RATE & CE	
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		ADMINISTRATORS	
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		INSTRUCTIONAL STAFFONAL	`,
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6	W	& BLACK	
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80 •4	80.7	nu. \	TRENDS
28.3	30.1	CR VO	Š
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8.3	8.6	0	,
125	119	PERIENCE OF	
·	- 4	UTIL PLANS	
2 >	661	STILL SEED ON	086
2 A	153		TRENDS
<u> </u>		EXPENSES PUPIL	24
		- Mil	SIONAL -
L			<u> </u>

8.3	6.8	8,7	5.8	4.8	4.8	3.8	3.8	2.8	2.8	1.8	1.8	NATIONAL NORM
Z A	7.6	NA	6.8	NA	6.0	NA	4.7	AN	3.4	NA	8 • 1	MATH CONCEPTS MEDIAN 2
8.0*	7.5	7.0*	7.2	5.8*	5.9	. 3.9*	4.5	3.1*	3.2	i_9*	2.0	MATH COMPUTATION MEDIAN
7.5*	7. 6	6.1*	6.8	5.0*	5.2	4.1*	4.3	3.2*	1.7* 2.8	1.7*	1.6	READING MEDIAN
182*	189	1831	201	209*	891	182*	165	174*	165	179*	152	PUPILS TESTED
1973-74	<u> </u>	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
	6		ភ			<b>.</b>			,			GRADE
			,		SCORES 1	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	GRADE E	TRENDS:	HEVEMENT	ACI		•

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(a)		DIF	FERENC	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	1974-75	3	,				
SUBJECT		30	READING	<b>3</b>			MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE ·	2	ω	4	<b>ø</b> n	<b>6</b> 0	2	3	4	5	6	. 2	3	•	σı	6
DIFFERENCE	+0.2	+0.1	+0.2	5 0 4₀.	+0.1	+0.2 +0.1 +0.2 40.5 +0.1 +0.1 +0.2 +0.9 +0.4 -0.4	+0.2	+0.9	+0-4	-0-4	+0.5	+0-4	+0.5 +0.4 +0.8 -0.2		-0.3
PUPILS TESTED .	88	86	101	117	101	88 98 101 117 101 89 98 101 118 102	98	101	118	102	89	98	101	118	102

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- 2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the
  extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade
  equivalent units should generally be discounted and interpreted as "about as expected."
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual · minus · expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCÆNTAGE DISTRIBUTION OF READING STAWINES BY GRADE LEVE1

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	u ·	12	6	Ç)	07	07	90	14	
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#### PERCENTAGE DISTRIBUTION STANINES BY GRADE LEVEL

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STANINE	4	17	18	12 *	14	Ξ	11	24	
E Z	5	20	, 15	17	23	27	21.	32	
	5	117	120	15	16	3	25	16.	
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	9		6.0	E I	<u>سړ</u> 2	<b>^</b> 0	Ö	Ç,	
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PERCENTAGE DISTRIBUTION
OF WATH CONCEPTS STANINES
BY GRADE LEVEL

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		ų	12	80	06	05	9	0.5	72
	STANINE	•	17	16	17	=	1	15.	24
	∃NI	5	20	22	16	18	25	20	29
		6	17	1.4	20	14	17	26	12
		7	12	16	7	21	17	-	07
		<b>39</b>	7	80	1	7	. 15	70	8
		9	•	۽ 12	0	7	05	. 5	8

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clude very low scokes and, to the extent achievement. Stanines one and two ingrade-level test into nine equal portions. stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve-Stanine scores are derived by dividing another as shown in the charts above consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant five. The lower three stanines denote Grade-level performance at each The

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% ÷ 7% + 12% = 23%).

1973-74	1974-75		
174	1.75	SCHOOL YEAR	
739	790	All	
22.4	17.6	MEMBERSHIP *	
22.4 29.6	25.3	* BLACK	धर
48.0	57.1	% WHITE AND	DENT
29.8	28.7	TRA	STUDENT TRENDS
8 91.4	7 92 • 3	TRANSIENCY RATE &	
*	3	ATTENOANCE RATE *	
	-	AOMINISTRA TORS	
29	0	INSTRUCTIONAL STAFF	
27	23	PERSON	•
24.1	27.5	PERSONNEL  * BLACK	
0.9	10.0	* ACK	STAFF
69.0	62.5	* HISPANIC  * WHITE AND  OTHER	F TRENDS
9.4	62.5 22.5	MA & W	DS
5.8	5.9	OR HIGHER FLAVG	
111	124	S	
2	700	OPENTION	ORG
2 >	136	PERATING PERPUSES CONTRAC EXPRASES	TREN
		CONTRACTEO EXPENSES PER PUPIL	PIONAL
<u></u>			<u></u>

•		AC	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE		-	N			W.			,		6	
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1974.75	1973-74	1974.75	1973 74	1974-75	1973 74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	16	78*	62	69*	78	*00	123	102*	136	76*		
READING MEDIAN	1.4	1.7*	2.7	2.2*	3.6	3.6*	3.5	4.4*	5.2	52*		
MATH COMPUTATION MEDIAN	2.0	1.7*	1.7* 5.1	2.5*	3-7	3.4*	4.3	4.2*	5.6	5.3*		
MATH CONCEPTS MEDIAN 2	1.7	NA	3.4	NA F	3.7	N A	4.2	×	5.2	Z		2
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

		밁	FERENC	Ka Ni	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	1974-75	9				,	
SUBJECT			READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE .	2	ω	•	υn	6	2	3	4	55	6	2	ω	•	5	6
DIFFERENCE	+0.0	+0.5	+0.0 +0.5 =0.3 =0.5	-0.5		1.0+	1.0	+0.1 -0.1 +0.0 -0.2	-0.2		÷0+5	+0.5 +0.2 +0.1 -0.3	1.0+	<b>-</b> 0.3	
PUPILS TESTED 4	51	57	51 57 81 :103	103		51	56	51 56 81 103	103		1.5	56	56 81 103	103	
															•

^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE CISTRIBUTION
OF READING STANINES
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#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRACE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRACE LEVEL

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	STANINE		17	1	27	20	22	24	23
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		٥	17	•	12	11	9	19	13
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### * 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. another as shown in the charts above. consistent fashion from one, grade to achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that clude very low scores and, to the extent progressively lower, and the three higher denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -The

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1973-74	974-75		
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		ACF	INEVEWENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1					
GRADE		-	2		_{(A} )		4		5	,	6	
SCHOOL YEAR	1974-75	1973-74	1974-75 1973-74	1973-74	1974-75 1973-74	1973-74	1974-75	1973 74	1974-75	1973-74	1974-75 1973-74	1973-74
PUPILS TESTED "	125	99	102	119	129	112	127	113	9			
READING MEDIAN	1.3	1.5	2.3	2.0	3.3	3.3	4.2	3.8			,	
MATH COMPUTATION MEDIAN	1.6	1.8	2.8	2.8	3-7	3.9	4.5	3.9				
MATH CONCEPTS MEDIAN 2	1.4	NA	2.1	NA	3.4	NA	4.7	Z D		2 >		2>
NATIONAL NORM -	1.8	17.8	2.8	2.8	3.8	3 8	4.8	4.8	55.88	55 80	6.8	6.8
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	۰	말	FERENC	E N E	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AND ATT	AINED N	EANS -	1974-75	, <u>a</u>					
SUBJECT			READING				MATH	MATH COMPUTATION	ATION	,		MATH	MATH CONCEPTS	PTS	
GRADE	2	3	4	σı	6	دد٠	3	4	σı	6	2	3	•	თ	6
DIFFERENCE	+0.1	+0.1 +0.1 +0.2	<b>?</b> 0.2		,	9	-0.1 +0.0 -0.1	1.0-1			-0.5	-0.5 +0.1 +0.3	+0.3		,
PUPILS TESTED 4	84	011	84 110 117			,68	86, 111 117	117			86	11	11.7	· ——	
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- In 1973-74 one-half the schools were administered the denotes the schools taking the "Old" test in 1977/74. 74. Scores on th ond Stanford test. All schools received the"New" test in 1974-75. An asterisk (*) cores on the two tests are not strictly comparable.
- 2. Math Concepts is a subtest administered to subtest one through eight for the first time in 1974-75.
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#### BY SRADE LEVEL DE MATH COMPUTATION STANINES PERCENTAGE DISTRIBUTION

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### At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, levels of grade-level test into nine equal portions. consistent fashion from one, grade to progressively lower, and the three higher clude, very low scores and, to the extent achievement. Stanines one and two ingrade is at about the middle of stanine denote "about average" levels of achieveánother as shown in the charts above. unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, five. The lower three stanines denote ment. Grade-level performance at each the range of skill encompassed by each Stanine scores are derived by dividing Stanine scores are converted scores that middle three stanines -4, 5, and 6-The

> eight and nine indicate very high levels relatively strong skill deficits. Stanines that the test scores are valid, indicate answering almost all questions correctly. indicate near perfect performance; that is expected by marking answers without readtest; that is , in about the score range answer only at about chance level of the ing the questions. Stanine nine scores of skill. Pupils scoring in stanine one

shown.to the right of the term "NATL_NORM ative populations, and that the more expercent of the pupils tested in the normfour, five, and six include the middle 54 GRP" shown above. Note that stanines norm group scoring in each stanine is The percentage of pupils in the nationa

> tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all per pupils at or below any particular stasmaller percentages. The percentage of three (4% + 7% + 12% = 23%). For example, 23 percent of the normatreme stanines contain progressively

at each grade level for the school, one grade. No matter what the school may develop a notion about the hetero-By inspecting the stanine distribution at the higher stanines. achievement average, most schools wil geneity of achievement levels at that nave some pupils at the lower and some

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	1973-74	1974-75	SCHOOL YEAR	
	<b>.</b> 1094	7601	41	
	6.7	.11.3	MEMBERSHILV & B	
	48.6	54. fr	* BLACK	STU
	44.7	54.8 .33.9 17.6	% HISPANIC % WHITE AND	STUDENT TRENDS
	14.1		70 77	ENDS.
	92.5	92.7	ANSIENCY ATTEND	•
<u> </u>	. ~	2	ATTENDANCE RATE &	
	. 42	51	ADMINISTRATORS INSTRUCTIONAL	
,	29	<b>.</b> 26	A 0 N	
	21.4	21.5 1	"VE,	-
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<u>·</u>		AC	HEVEMENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	GRADE E	บับVALENT	SCORES 1		٠			
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SCHOOL YEAR	_ 197 <b>‡</b> -75	1973.74	1974-75	1974-75 1973-74 1974-75 1973-74	1974-75		1974-75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED'	93	*58	101	£ 93*	. 100	149*	125	143*	172	186*	200	155*
READING MEDIAN	1.5,	1.6*	1.9	2.2*	2.6	3.0*	3.8	3.2*	4.8	4.9*	5.8	5.9*
MATH COMPUTATION MEDIAN	1.6	1.7*	1.7* 2.2	2.4*	3.0	3.1*	3.9	4 • 1 *	5-1	5.1*	5.9	6.3*
MATH CONCEPTS MEDIAN 2	1.5	NA	1.2 h	NA	3.6	NA	.4.2	* 2 >	5.0	Z P	5 . 8	Z
NATIONAL NORM	3.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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. 143	+0.0	ຫ	9.	EINEX
173		*6		(PECTED
61 62 108 143 173 61 62 106 143 173	+0.0 +0.0 +0.5 +0.0 -0.1 -0.4 -0.5 -0.4 -0.2 +0.0	2		DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3
62	. =0 • 5	3	MATH	AINED N
106,	<del>-0.4</del>	4	MATH COMPUTATION	EANS -
143	•0.2	5	ATION	. 1974-78
173	÷0.0	6		ü
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63	+0-1	ω	MATE	
107	+0.13	4	MATA CONCEPT	
107 143	-0.2	σı	STG	7
173	-0.2	6		

^{-1.} In 1973.74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974.75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION CF LEADING STANINGS

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#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

BY GRACE L	OF MATH CON	PERCENTAGE
LEVEL	CCNCEPTS STANINES,	

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	<b>w</b> /	12	21		2	34	25	20	
STANINE	*	17	24	26	32	16	18	7.5	
I NE	5	20	117	17	16	17	22	14	
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### $\star$ 0 - At least one pupil but less than 0.5% scoring in this stanine

grade-fevel test into nine equal portions clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine five. The lower three stanines denote Stanine scores are converted scores that ment. Grade-level performance at each denote'''about average'' levels of achieve the range of skill fencompassed by eac another as shown in the charts above. use essentially the same metric, or unit middle three stanines -4, 5, and 6 unit enables scores to be organized in a Stanine scores are derived by dividing from one grade to another. This constant onsistent fashion from one, grade to

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term." NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54, percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% +7% + 12% = 23%).

*		·/ ·	
1973-74	1974-75	SCHOOL YEAR	
907	975		-
21.9	17.6	MEMBERSHIP &	٩
9.5	10:5	* BLACK	STUI
68.6	71.9	% HISPANIC WHITE AN	STUDENT TRENDS
10.9	10.5	TRA TO	RENDS
94.5	94.7	ATTENDANCE	,
¥	,	ADMINICE ADMINICE	•
35	\$	AOMINISTRATORS INSTRUCTIONAL	•
10	13	DOT!	
10 .55.7	5	PERSONNEL	
0.0	₹ 2.5	% BLACK	STAF
74.3	0°08	* HISPANIC * WHITE AN	STAFF TRENDS
18.4	24.3	MA SWIT	S
5.1	5.4	FLAVEN	•
.116	104	A PERCHING.	
2 >	654	UTILIZATION  EXPENTING  EXPENSES  FOR PURSES	OR.
NA ·	2	CONTIL	ORGANIZATI TRENDS
	· ·	PER PUPIL	SCIONAL
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		ÁC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES.	TRENDS:	GRADE EC	UNALENI	SCORES, 1					
GRADE	_	•			ú		4	•	<b>∌</b> 5		6	٠.
SCHOOL YEAR	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75 1973-74		1974.75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	130	113	191	135	135	107	116	129	123	162	104	129
READING MEDIAN	1.7	1.8	3.0	2.8	3.7	3.7. 4.2	4.9	5-1	6.5	6.7	0.5	6.5
MATH COMPUTATION	1.6	1.8	3.2	3.5	4.3	4.7	4.8	5:6	6.9	8.0	8.0	9.4
MATH CONCEPTS MEDIAN 2	. 1.5	Z Þ	3.5	ΑŅ	3.9	N A	5-4	Z >	6.8	NA	7.1	N
NATIONAL NORM	1.8	1.8	Ź.B · ,	, 2.8	3.8	3.8	4.8	4.8	5,8	5.8	6.8	6.8
	,	1				<b>A</b>	*				-	

	PUPILS TESTED-4 107 109 98 109 86 105 110 98 109 ^86	DIFFERENCE + +0.0 +0.0 +0.0 -0.1 -0.4 +0.6 +0.0 -0.3 +0.1 -0.2 +	GRADE	SUBJECT READING MATH COMPUTATION	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974.75 3
•	,	0.0 -0.3 +0.1 ,-0.	ω 4 σ	ATH COMPUTATION	VED MEANS - 1974-75 3
· C	105	·2 +1·0 =0.5 +0.1 +0.4 =0.4	2 3 4 5	MATH CONCEPTS	•

^{1.} In 1973-74 one half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

6-5,

^{2.} Math-Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from 0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual iminus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERBENTAGE DISTRIBUTION
LE READING STANINES
BY GRADE LEVEL

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BY GRÂDE LEVEL		•
CF MATH COMPUTATION STANINES		8
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BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES

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#### — At least one pupil but less than 0.5% scoring in this stanine

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	· · · · · · · · · · · · · · · · · · ·		AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE-EC	MINALENI	SCORES					•
-4-	GRADE	-	91	2	•	ω		***	٥	. 5	•	6	•,
	SCHOOL YEAR'	1974-75	1974-75 1973-74 1974-75	1974.75	1973-74	1973-74 1974-75 1973-74		1974.75	1973-74	1974-75, 1973-74	1973-74	1974-75	1923-74
	PUPILS TESTED		, ,	9					•			629	639
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	MATH COMPUTATION			,		•	•					6.0	5.9
	MATH CONCEPTS MEDIAN 2	3.0	, AN		NA.	ø	Z		NA	,	NA.	2.6	NA .
	NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
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0		5	DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 197475 3	ÎLY ON	AINED N	EANS -	1974-75	3				,	
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- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
- 4. The number of gupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1978-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade-one.

PERCENTAGE DISTRIBUTION
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BY GRACE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

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GRADE LEVEL	MATH	PERCENTAGE CISTRIBUTION
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* 0 1 At least one pupil but less than 0.5% segring in this stanine

STANINE

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. the range of skill encompassed by each Staning scores are converted scores that grade is at about the middle of stanine denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 another as shown in the charts above. progressively lower, and the three higher ment. Grade-level performance at each consistent fashlon from one, grade to use essentially the same metric, or unit, unit enables scores to be organized in a from one grade to another. This constant Stanine scores, are derived by dividing The lower three stanines denote The

> answering almost all questions correctly. answer only at about chance level of the eight and nine indicate very high levels that the test scores are valid, indicate indicate near perfect performance; that is, expected by marking answers without readtest; that is, in about the score range of skill. Pupils scoring in stanine one relatively strong skill deficits. Stanines ing the questions. Stanine nine scores

shown to the right of the term "NATL NORM percent of the pupils tested in the normative populations, and that the more ex four, five, and six include the middle 54 GRP" shown above. Note that stanines norm group scoring in each stanine is The percentage of pupils in the national

> cents up to and including that stanife. nine may be computed by adding all per pupils at or below any particular sì smaller percentages. The percentage of treme stanines contain progressively three (4% + 7% + 12% = 23%). tive group scored at ar below stanine For example, 23 percent of the norma

achievement average, most schools will grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one at the higher stanines. By inspecting the stanine distribution have some pupils at the lower and some may develop a notion about the hetero

		¥	
1973-74	1974,75	SCHOOL YEAR	. ,
1121	9811	41	*
21.1	19.6	MEMBERSHIP Y	
3.5	2.1	& BLACK	STU
75.4	78.3	& HISPANIC  & WHITE AND	STUDENT TH
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94.3	94.6	. ~\~\	
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17	14	POTIONAL	
23.8	19.1	PERSONNEL	
2.4	4.2	* BLACK	STAFF
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		AC	HEVEMENT	TRENDS:	GRADE EC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	SCORES 1		·.			
GRAOE		•			ر د	•	4		5	•	6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75 1973-74		1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	169	180*	187	*80S	202	189*	192	*561	208	217*		
READING MEDIAN	1.9	1.8*	2.9	3.2*	4.2	3.9*	5-2	5.5*	6.5	6.1*		,
MATH COMPUTATION	2.1	2,.1*	3.2	3.3*	4.5	4.2*	5.7	5.8*	7.2	6.8*	,	
MATH CONCEPTS MEDIAN 2	1.2	NA	3.4	AN	5.0	Z Þ	5.2	NA	7.6	NA.		NA
NATIONAL NORM .	1.80	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5,8	5.8	6.8	6.8
		,										

•			DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED M	EANS -	1974-79	ن ن					
SUBJECT			20	READING				MATH	MATH COMPUTATION	ATION	·		MATH	MATH CONCEPT	PTS	
GRADE		2	ω	4	5	6	2	3	4	5	8	2	"ω	*	5	6
DIFFERENCE	-	+0.2	1.0+	+0.2 +0.1 +0.6 +0.0	•0•0	,	+0 • 2	+0.0	+0.2 +0.0 +0.2 +0.0	0.0		+0.4	+0.4 +0.0 +0.0 +0.5	+0.0	+0.5	
PUPILS VESTED .		151	177	151 177 164 · 176	. 176		154	177	154 177 164 VIG	9 <u>1</u> 7		155	177	177 164 176	176	
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^{1.} In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An exterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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### * 0 — At least one pupil but less than 0.5% scoring in this stanine

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine grade-level test into nine equal portions. progressively lower, and the three higher five. The lower three stanines denote denote "about average" levels of achieve consistent fashion from one, grade to use essentially the same metric, or unit, another as shown in the charts above unit enables scores to be organized in a middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing from one grade to another. This constant Startine scores are converted scores that Grade-level performance at each The.

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage, of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

2	8.7 96	. 29.2	77.8	0.0	. 22.2	20	45	2	93.6	24.6	79.8	14.3	5.9	1031	1973-74
$\Gamma$		<b>†</b>	0	2.2	22.2	16	45	2	92.8	22.5	75.9	16	7.6	984	1974.75
M. W. An.	A VG YEARS EXPERTENCE UTILIZATION OPERA	17 8 14/17	& WHITE AND	S HISPANIC	PERSONNEL	STAFFONAL BE ON	ADMINISTRATORS INSTRUCTIONAL	ADAINIA ADAINIA	77.	TR. TR.	~ W., ~	* BLACK  * HISPANIC	MEMBERSHIP &	ALL	SCHOOL YEAR
<u></u>			STAFF TRENDS	STAFF						TRENDS	STUDENT TE	STUD			•

	,											
6.8	6.8	5.8	5.8	<b>.</b> 80	80	13.8	3.8	2.8 •	2.8	8.1	1.8	NATIONAL NORM
2 >	6.5	2 >	5.9	* *	5.2	Z b	4.2	Z	2.8	Z A	2.2	MATH CONCEPTS MEDIAN 2.
8.0	6.7	6.5	6.7	5.9	5.5	4.6	. 4.4	3.0	2.9	2.0	2.2	MATH COMPUTATION ." MEDIAN
6.9	0.5	· 5• 3	5-7	4.5	4.5	3.7	-3.3	245	2.3	1.7	2.1	READING MEDIAN
95.0	188	168	136	126	102	. 115	109 1 106	109	107	511,	97	PUPILS TESTED
1973-74	1974-75	1973-74	1974-75	1973-74	1974.75	1973-74	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
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		DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	IEANS -	1974-75	·			_	r	i
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GRADE	2	ω	Α.	Ġ	6	2	3	4	5	6	2	ω	•	ហ	σ
DIFFERENCE	-0.2	-0-1	-0.2	0.1	<b>-0.2 -0.1 -0.2 -0.1 +0.0 -0.1 +0.1 -0.3 +0.0 -0.</b>	-0.1	+Ω+1	-0.3	+0.0	-0.2	-0.2	-0.2 -0.1 -0.4 -0.4	-0-+		<u>.</u>
PUPILS TESTED 4	90	89	85	112	90 89 85 112 145 90 88 85 113	90	88	. 85	. 113	146	. 91	85	85	85 85 113 146	146
						*									

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PFRCENTAGE DISTRIBUTION OF REALING STANINES HY GRADE, LEVEL

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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î NE	5	20	13	24	17	18	13	16
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### • 0 — At least one pupil but less than 0.5% scoring in this stanine.

stanines progressively higher, levels of grade-level test into nine equal portions. another as shown in the charts above. achievement. Stanines one and two inprogressively Jower, and the three higher grade is at about the middle of stanihe denote "about average" levels of achieve-Stanine scores are derived by dividing consistent fashion from one, grade to clude very low-scores and, to the extent five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each unit enables scores to be organized in a from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that

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_	· (ī	<del>-</del> -		
	1973-74	1974-75		
	27	1.75	SCHOOL YEAR	
ŀ	$\neg$		YEAR I	
	663	655	44	
ŀ			MEMBERO	
	30.9	32.0	AVERAGE DAILY	F4
ŀ	9	0	* BLACK	
l	15	11.1	ACK P	S
Ļ	1.51		* HISPANIC	STUDENT TRENDS
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	4	48	ר נואי מסי 🥆	Ã
	3-2	48.7	A.	SG
Γ	43.2 92.5	36	TRANSIENCY RATE *	
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	73.9	78.8	* HISPANIC	뒮
-	9	8	W	TRENDS
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1	-7	, w	11A 8 WIT	
	Ų1	پد	OR MIGHER ANG YEARS EXPERIENCE OTHER	
-	5.6	7.9	EXO TE TEST	1
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	<b>Z</b>	611	CONTRACTED EXPENSES	ORGANIZATION TRENDS
Ì			FRENSTED	SE
J			VΔ.3.	1 =
			CONTRACTED EXPENSES PER PUPIL	N A

			4									
6.8	6.8	5.88	5.00	8.	4.8	3.8	3.8	2.8	2.8	1.8	1.8	NATIONAL NORM
Z >	5.8	N ×	5.0	ż	3.7	NA	3.1	NA	2.2	NA	1.4	MATH CONCEPTS MEDIAN 2
1 5.9	5.7	5.1	5.2	1.4	4.3	3.9	3.7	2.5	2.9	g,	71.7	MATH COMPUTATION MEDIAN
5.6	5.0	•	4.2	3.5	3.3	2.6	2.3	1.8	2.0	1.5	1.3	READING MEDIAN
87	84	81	• 93	86	79	78	95	9.7	68	. 77	102	PUPILS TESTED
- 1973-74		1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	SCHOOL YEAR
6,	. 6		5		4		(3	2		<i>3</i>		GRADE .
					r SCORES 1	JUIVALENT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	HEVEMEN	ACI		•
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	*	DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	AINED	PANS -	1974-75	3 3					
SUBJECT .	٠		READING			-	MATH	MATH COMPUTATION	ATION	·		MATH	MATH CONSEPT	PTS.	
GRADE	2	ω	<b>.</b>		6	2 .	3 ,	4	5	6	2	ω	٠		6
DIFFERENCE	<b>=</b> 0.3	+0.0	-0-2	<b>.</b> .	=0.3 +0.0 =0.2 =0.3 =0.6 +0.0 +0.0 =0.3 +0.2 =0.4	+0.0	+0.0	_ <b>-0.3</b>	+0.2	-0.4	-0.6	-0.6 -0.3 -0.5 +0.0	₽0.5 S	•0.0	-0.2 2
PUPILS TESTED 4 '	. 46	78	64	70	46 . 18 64 70 . 65 . 47 78 64 70	. 47	79	49	70	65	47	77	6.	70	65
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION
OF READING STANIMES
BY GRADE LEVEL

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1.	4	0	01	0.5	03	03	0.5
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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRACE LEVEL

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			NAT L NOR W GRP	or	v	•	w	2	-	
		-	•	07	9.0	C	20	10	03 .	
		2	7	7	16	16	21 ·	24	15	
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	STANINE	,	17	31	19	78	19	į B	22	
ı	Î NE	· 5	20	18	12	25	13	15	12	
		6	17	12	15	9.0	80	90	13	•
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•		9		0	01	10	0	0	2	
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# ★ 0 — 'At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. The use essentially the same metric, or unit, Stanine scores are converted scores that achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant clude very low scores and, to the extent five. The lower three stanines denote ment. Grade-level performance at each middle three stanines – 4, 5, and 6 –

relatively strong skill deficits: Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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- 4		•	/	
1973-74	1974-75	SCHOOL YEAR		
805-	- 290	AL	-	
2.68	87.0	MEMBERSHILY		-
8.6	7.4	* BLACK	ris.	
	.5.6	& HISPANIC A	STUDENT T	•
2.2 18,2 94.2	5.6 13.4	TR.	RENDS	
94.2	94.4	TRANSIENCY RATE &		-
-	1	ATTENDANCE RATE &		
12	15	ADMINISTRATORS INSTRUCTIONAL		
14		STAFFONAL	æ	•
14 33.3	26.6	PERSONNEL		
0.0	0.0	* BLACK	STAF	
66.7	73.4	* HISPANIC  * WHITE AND	STAFF TRENDS	
66.7 27.8	37.5	HERAND	DS	
9.7	10.9	MA OH HIGHER FLA		
-84	79	A VGHER EXPINATIONS EXPINATIONS OUT PLANS		
2	. 949	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	OR	
N A	-23	OPERATING PERASIS CONTRACTED PERAPUSES PERAPUSES PERAPUSES PERAPUSES	TRENDS	
		CA PUPIL	SONAL	
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		* ACH	HEVEMENT	TRÉNDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	SCORES 1	. • !	ii .	•		,
GRADE				•		,			ហ		6	
SCHOOL YEAR	1974-75	1974-75 1973-74	1974.75 1973.74	1973-74	197475	1974:75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	19	22*	29	*£1	. 37	20*	42	16*	33	14*	. 25	23*
READING MEDIAN	1.4	1.6*	1•3	1.8*	2-0	2.8*	2.0	3.4*	3.0	3.6*	3.0	4.7*
MATH COMPUTATION	7	. 1.7*	1.8.	*5°£	<b>2.7</b>	3.6*	2.7	4.2*	4.1	4.1*	5.7	6.5*
MATH CONCEPTS MEDIAN 2	1.2	NA	1.9	NA 2.7	2.7	NA	2.4	NA	3.5	N A	4.2	
MATIONAL NORM	٠1.8 ج	1.8 1.8	2.8	2.8	.3.8	3.8	4.8	.4.8	9.00 9.00	÷5.8	6.8	6.8
}		•	_			•		vă.				

	,	\		, DIF	FERENC	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	1974-75	9					_
	SUBJĘCT	•		, ,	FEADING		•		MATH	МАТН СОМРИТАТІОВ	ROFTA		•	MATH	MATH CONCEPTS "	Y STC	
	GRADE		2	ω	4	5	о <b>"</b>	'n	ω	3 4 5 6	51	თ	2	ω.	4		<b>o</b>
-	DIFFERENCE		-0.2	1.0	-0-3	-0.2	-0.6	-0.2 -0.1 -0.3 -0.2 -0.6 -0.1 -0.7 -0.8 +0.3 +1.4	J. 7	-0-8	+0-3	+1.4	-0.2 -0.5 -0.6 +0.2	-0.5	-0.6	+0.2	<b>+0.</b>
٠.	PUPIL'S TESTED .		°- 15 13 22 15 14 15 13 22 15	13	22	15	14	15	13	22	15	14	. 15	13	21	15	14
															,		

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PERCENTAGE DISTRIBUTION OF READING STANINGS
BY GRADE LEVEL

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0 19 27 50 04 0 0 36 30 16 03 0 05 0 11 05 11 11 0 0 0 42 25 17 17 C 0 0 34 32 14 09 06 03 0 0 0 41 41 09 06 03 0 0 0	- 1		<i>i</i> ,		,.    -			`		
0 19 27 50 04 0 0 0 0 0 4 6 30 16 03 0 0 5 0 0 0 11 05 11 11 0 0 0 0 0 0 12 12 14 09 06 03 0 0 0 0 0		. 7	12	17	, 2°	17	12	7	. 4	25 A
0 19 27 50 04 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		0	0	0	03	06.	909	13,61	41,	. 6
13 27 50 04 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Ca.	0	<b>.</b>	C)	60	9,	14	32	34	ហ
30 16 03 · 0 25 · 0 0  50 11 11 0 0 0 0 0	_	0	C ₁	, Q	_C	17	17	25	42	
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	,	ď	oʻ	0	04	50	27	.19	0	٦

BY GRADE LEVER	OF MATH COMPUTATION	PERCENT AGE OF ISTRIBUTION
7	TATION STANINES	TRIBUTION

·-	15	54	15	12	04	اه			0	
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ى جى . س	11	3	22	22	<b>C9</b>	0	O	0	0	
n □ ¤	42	17	21	15	90	۰,	0	Ç	0	
n ن	09	£		9	14	0	0	0	0	
. 6	06	16	22	25	22 *	2 7 06.	03	0	0	
NATL .	4	7.	12	17	20	17	-12	7		
•	<b>1</b>	2	w	ŧ.	5	6	7	,00	9	
•		;		STANINE	I NE			ĺ		

### 0 - At least one pupil but less than 0.5% scoring in this stanine

stanines progressively higher, leyels of grade-level test into nine equal portions grade is at about the middle of stanine denote "about average" levels of achieve another as shown in the charts above. consistent fashion from one, grade to achievement. Stanines one and two inprogressively lower, and the three higher middle three stanines - 4, 5, and 6 the range of skill, encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a five. The lower three stanines denote ment. Grade-level performance at each rrom"one grade to⇔nother. This constant Stanine scores are converted scores that use essentially the same metric, or unit, ude very low scores and, to the extent

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

			GRAN			n () :	> 70 0	Э.		
			SRP .	6	· UI	4	, w	٧.	-	
	_	. 🛨	4	28	34	27	13	16	12/	
i		2	7	28	23	44	24	*	19	
1		w	12	19	23	21	35	22	38	
	STANINE	4	17	19	14	90	20	· <b>=</b>	19	
	I NE	์ ง	20	03	07	o	09	05	\$	
		6	17	03	0	Ö	0	o	8	•
		7	<b>.</b> 12	0	0	Q	0	0	0	
		8	7	0	0	o	0	0	0	
		9	4	0	0	٥,	0	, 0	0	
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ſ		<u> </u>		
	1973-74	1974-75	SCHOOL YEAR	
	. 691	751	Au	
	7.6	6.5	MEMBERSHIP &	•
	17.5	16.1	* BLACK	STUDENT
	74.9	77,4	% HISPANIC % WHITE AND	1
•	12.7	77,4 .15.5	OTHER AND	TRENDS
	93.8	93.6	ATTENDANCE	
	2	2	ADMINIST ADMINIST	•
	36	.48	ADMINISTRATORS INSTRUCTIONAL	
	17	16	PERSONER TO	,
	16.7	14.5	PERSONNEL & BLACK	
	0.0	2.0	* HISPANIC	STAFF
	83.3	83.5	W.	TRENDS
	34.1	34.7	MA WITH	SC
	5.9	6.3	NEGATE LES	
	16	92	SR HIGHER FROM STATES	
	ž	985	OPENTION	ORG.
	N.A.	₩(J)	EXPENSES PERPONIC ON TRACTED PERPONIC PERPONIC	TRENDS
		•	PUPIL	SONAL

		ACH	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	r scores 1	•	•			
GRADE		•	2		· co	3	> 4	-	5	0	6	
SCHOOL YEAR	1974-75	1973-74 1974-75 1973-74	1974-75	1973-74	1974:75	1974:75 1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	19	82*	99	61*	18	*96	99	74*	70 _	103#	107	95*
READING MEDIAN	z., 0	1.7*	1.7* 2.5	2.4*	5•€	*5*	4.1	*6*	6.8	6.1*	6.8	6.8*
MATH COMPUTATION	24,1	1.8*	2.7	2-8*	4.1 .	3.4*	4.3	5.6*	6.4	6.0 <b>*</b>	6.7	7.4*
MATH CONCEPTS MÊDIAN 2,	. 2.1	NA	* 2.3	NA	3.61	NA.	4.5	NA	5.9	N A	7.5	N.
NATIONAL NORM	1.8	1.8	. 2.8	2.8	3.8	3.8 *	4.8	4.8	5.8	5.8	6.8	6.8
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PERCENTAGE DISTRIBUTION
OF READING STANIMES
BY GRADE LEVEL

PERCENTAGE DISTRIBUTION

CF MATH CCMPUTATION STANINES

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PERCENTAGE DISTRIBUTION
OF MATH CCNCEPTS STANINES
BY GRADE LEVEL

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★ 0 — At least one pupil but less than 0.5% scoring in this stanine

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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PERCENTAGE DISTRIBUTION OF MAIH COMPUTATION STANINES BY GRADE LEVEL

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BY GRADE LEVEL	CF MATH CCNCEPTS STANINES	PERCENTAGE DISTRIE
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PUPILS TESTED (	<b>260</b>	166*	186	174*	166	173*	160	*+81	174	199*	•	^
READING MEDIAN	1.3	1.6*	1.5	1.9*	2.8	3.1*	3.3	3,6*	4.8	4.4.		-
MATH COMPUTATION MEDIAN	1.6	1.6*	2.4	2.7*	3.9	3.4*	4.3	\$a.3*	5-2	5.3*		•
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PERCENTAGE DISTRIBUTION
OF READING STANTNES
BY GRADE LEVEL

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٧n٠	20	1	13	16	<b>27</b>	<b>23</b>	15
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	2	. 7	1	Ħ	21	14	22.	7
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l	<b>3</b>	7	:	03.	0	ç	0	° 05
	9 .	. *	1	0	0	05	10	05
	STANINE	3 4 5 6 7 8 Stanine	.7 12 17 20 17 12 7 2 3 4 5 6 7 8 STANINE	6	5 10 11 22 22 14 09 07 03 6 L 4 .7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	4 06 21 15 18 16 13 08 0 5 10 11 22 22 14 09 07 03 6 12 17 20 17 12 7 H 4 .7 12 17 20 17 12 7 1 2 3 4 5 6 7 8  STANINE	3 07 14 15 18 18 08 11 04 0 4 06 21 15 18 16 13 08 0 5 10 11 22 22 14 09 07 03 6	2 17 22 17 16 11 10 04 0 0 3 07 14 15 18 18 08 11 04 0 4 06 21 15 18 16 13 08 0 5 10 11 22 22 14 09 07 03 6

### ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two in grade-level test into nine equal portions another as shown in the charts above. unit enables scores to be organized in a consistent fashion from one, grade to stanines progressively higher, levels of Stanine scores are derived by dividing Stanine scores are converted scores that progressively lower, and the three highe grade is at about the middle of stanine denote "about average" | the range of skill encompassed by each from one grade to another. This constan use essentially the same metric, or unit five. The lower three stanines denote ment. Grade-level performance at each middle three stanines - 4, 5, and 6 clude very low scores and, to the exten levels of achieve

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine mine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines, contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	જ	•	
1973-74	1974-75	Sec	
``.	_	SCHOOL YEAR	
958	907	AVERAGE .	
39.8	41.2	AR AVERAGE OAILY MEMBERSHIPS & R	. •
22.9	23.4	" " ACK	STL
22.9 37.3	23.4 35.4	* HISPANIC	STUDENT TRENDS
24.9		WHITE ANO	<b>TRENDS</b>
. 91 • 1	60,7 .91.2	TRANSIENCY RATE &	
1	2	ATTENDANCE AATE &	
33	<b>\$</b> 1	AOMINISTRATORS	
24	26	STAFFONAL	-
30.3	34.1	PERSONNEL	
3.3	9.7	* BLACK	STAFF
66.7	56.2	* HISPANIC  * WHITE AND	FF TRENDS
20.1	20.9	TER NO	NDS
5.0	4.6	A VG	
149	155	A VG YEARS EX PEACHING UTIL	
2	622	(18ATA)	OR
2.	130	OPERATING PERPONSES  ONTRACE EXPENSES	ORGANIZATION TRENDS
		ONTRACTED PERPENSES	DS SO

			ACT	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE EC	UNALENI	SCORES 1			•	*	
	GRADE	0		. 2		3				5		6	, ,
	SCHOOL YEAR	1974-75	1973-74	1974 75	1973-74	1974-75	1973.74	1974-75	1973.74	1974-75	1973-74	1974-75	1973-74
	PUPILS TESTED	1881	143	130	129	154	164	144	170	132	163		t
	READING MEDIAN	1.4	1.3	2.1	1.9	2.3	2.8	3.3	\B. 9	6.4	4.9		
	MATH COMPUTATION .	2.0	۴.9	2.8	3.0	3.3	3.7	4.3	48	5.6	5.2	•	
0	MATH CONCEPTS MEDIAN 2	1.9	, A	2.7.	NA	3.1	NA	3.5	NA.	5.2	2 >	a	/ N →
	NATIONAL NORM	1.8	1.8 .	2.8	2.8	8.6	3.8	4.8	4.8.	5.8	.5.8	6.8	6.8

SUBJECT			BEADING	-	,_	,	MATH	MATH COMPUTATION	ATION	1	٥	MATH	MATH CONCEPTS	PTS	
GRADE	2.	ω	4	υ	6	2	ω	4	5	6	2	3	•	ຜາ	6
DIFFERENCE	-0.1	-0-1	-0.1 -0.1 -0.3 +0.1	+0-1		<b>*0.0</b>	1.0	+0.0 -0.1 -0.2 +0.1	+0.1		1.0+	-0. u	+0.1 -0.3 -0.4 -0.1	-0.2	
PUPILS TESTED 4	103	86	103 86 105 95	95		, 103	86	103 86 109 94	<b>4</b> 6		103	86	86 109	93	

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" jest in 1974-75. An asterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
- Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."
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BY GRADE LEVEL	OF MATH COMPUTATION STANIME	PERCENTAGE DISTRIBUTION

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		NATE NCRP GRP	6	. <b>U</b> .	4	w	٨,	<u>, -  </u>
	-	4	;	90	83	12	11	6
	~	7	ł	01	. 25 ·	<b>29</b>	20	7
•	w (	12		20	25	25	25	24
STANING		17	<b>'</b> .;	22	20	11	17	26
INS.	y.	2C	:	24	12	13	11	18
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	727	0	UT.	*	<b>بن</b> -	2	-
	4	1	0	40	•	05	2
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w	. 12	ļ	19	25	18	17	
•	17	ì	23	20	23	14	15
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<b>α</b> α,	.7		13	13	0	0	8
9		;	05		0	0	9
	4 5 6 7 8	7 12 17 20 17 12 7	6	5 0 08 19 23 16 15 13 C1 6 L 4 7 12 17 20 17 12 7 1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	3 · 0 18 18 23 20 12 05 0 4 04 14 25 20 19 12 05 C1 5 0 08 19 23 16 15 13 C1 6	2 05 13 17 14 13 20 15 0 3 0 18 18 23 20 12 05 0 4 04 14 25 20 19 12 05 01 5 0 08 19 23 16 15 13 01 0 6

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES OF ACCE LEVEL.

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		9 2 -	0	vs.	4	<b>w</b> :	2	-
	. بر	4	1	06	06	90	ဂ	C3
	2,	7	1	10	19	19	, <b>1</b>	,07
	w	12,	•	6	24	22	14	7
STANINE	4	17	ŧ	26	20	18	18	19
N.	5	20	1	7	13	17	23	18
	6	17	i	11	13	12	14	16
	.7	12	1	0	03	05	9	16
	œ	.7	ı	. 2	0	2	03	07
	9	٠	1	03	10	10	0	01

502

 $\star$  0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two indenote "about average" levels of achieve clude very low scores and, to the extent stanines progressively higher, levels of grade is at about the middle of stanine progressively lower, and the three highe ment. Grade-level performance at each grade-level test into nine equal portions. another as shown in the charts above. unit enables scores to be organized in a Stanine scores are converted scores that middle three stanines -4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to from one grade to another. This constant use essentially the same metric, or unit, The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Publis scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average most schools will have some pupils at the lower and some at the higher stanines.

			,
1973-74	1974-75		
14	75	SCHOOL VEAR	
0901	1.030	AL	٩
		AVERAGE DAILY	
13.5	14.6	* BLAOK	
34.8	32.7	8 4 70x	ราบ
51.7	52.7	* HISPANIC  * WHITE AND	STUDENT
19-1	16-1		TRENDS
	-	TRANSIENCY RATE &	ر ا
0. 56	93.0	ATTENDANCE RATE &	
2	2	ADMINIO	2
46	48	ADMINISTRATORS	
		STAFFONAL	
20	. 41	PERSONNEL	
26 - 1	25.0	* BLACK	
0.0	8.3	* ACK	STAFF
6.64	66.7	* HISPANIC  * WHITE AND	F TRENDS
31.3	32.6	CA O	NDS
		MA OFFICE AVG	
, , ,	8-1-	EXPERA A	
104	106	SECRET SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY	
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`	19.1	16.1	'A- '	RENDS
			TRANSIENCY RATE &	
	0°E6	93.0	ATTE	
			ATTENDANCE PATE &	
	2	2	ADMI	2
			NISTRAT	
	46	48	ADMINISTRATORS	
		•	INSTRUCTIONAL STAFF	
	20	14	. 07	
	-2(		PERSONNEL	
	26 • 1	25.0	, VE,	
	,	3	* BLACK	w
	0.0	8•3	8 44	TAF
	£.2	66	* HISPANIC	STAFF TRENDS
	73.9	66.7		REN
	31.3	32.6	(A 10)	DS
	3	6	4. •	
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	,2	8 - 1 -	A CHER LENG ST.	
	=		ERIENCING	
	104	106	UTILIZATIO	
	Z >	77	06. CAP 1	
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	N		PER PUPIL CONTING	松
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•	· : .	ACH	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE EC	UIVALENT	SCORES 1		. ,	د		
GRADE 🁠	-		2	udo-da (	3			_	. 5		6	
SCHOOL YEAR	1974-75	1973-74	1974:75	1973-74	1974-75 1973-74		1974-75	1973-74	1974-75°	1973-74	1974-75 1973-74	1973-74
PURUS TESTED	131	113	106 ·	117	146	157	121	168	190	176	•	
READING MEDIAN	1.4	1.7	2.4	. 2.5	3.6	3.4	4.8	€ 3.8	5.2	5.3		•
MATH COMPUTATION	1.6	2.1	2.8	3.1	3.7	3.8	4.6	4.6	5-2	5.9		
MATH CONCEPTS MEDIAN 2	1.7	N.A	2.8	N.	3.9	NA	4.7	٧Ñ	5.2	NA.	•	*N★
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

•		0	DIF	FERENC	E IN E	(PECTED	DIFFERENCE IN EXPECTED AND ATTAMED MEANS - 1974-75 3	A DEINT	EANS -	1974-75	w					
SUBJECT			F	READING	,			нум	MATH COMPUTATION	ATION			MATH	MATH CONCEPT	PTS	
GRADE	0.	2	3	•	5	6	2 .	ω ·	4	5	6	2	з		5	6
DIFFERENCE	,	-0.2	+0-1	-0.2 +0.1 +0.4 -0.1	-0-1	, ą	-0.3 -0.3 +0.1 -0.4	-0-3	+0-1	\$- <b>6</b>	\	-0-2	-0-2 +0-1 +0-3		E-0-	
PUPILS TESTED 4		78	1 1	97 104 150	150		11	94 106 149	196	149		76	9,4	94 106 149	149	

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received/the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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GRADE LEVEL	OF MATH CONCEPTS STANINES	RCENTAGE DISTRIBUTION

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r Se C:	09	O _G	17	19	P. T. P.	16	40	G	Ů.	-
. C &	9.	15	14	22	15	13	9	G	10	
<b>.</b>	C7	14	19	<del>5</del>	19	16	36	CŚ.	o	
٠٥٠	;	ţ	:	1-		, 41	1.	ł	;	
NATE NORM GRP.	4	7.	12	17	2,0	17	12	7	٠.	
	-	. 2	w		w	6	7	88	و	
٠		-		STANINE	INE					

		GRP GRP		_	נ ם ח	<b>&gt;</b> ≈ c	ר	
	n	NATL SRP	6	5	*	w	2	-
	1	•	1	04	03	05.	0.5	07
	2	7	ł	13	13	13	21	19
	3	, 12	1	17	17	23	18	91
STANINE	, <b>•</b>	17	ł	27	26	16	=	19
NE NE	. 5	20	ł	16	19	23	17	15
	6	17	ì	10	80	.09	14	=
1	7	12	. 1,	07	90	90	07	80
	8	7	i	ςς γ	05	65	Ç	22
	9	4	. :	01	03	10		2
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•	•	,	NATE NORW GRP			נים ח	• <b>⊅</b> 6	י	
			^P 쥬디	0	v	*	w	~	-
	STANINE	1 '	. 4	1	07	\$	90	40	
		2	7		10	19	9	12	7
		u	12	1	17	80	15	0	ā
			17	1	24	22	21.	22	-
		s	20	;	21	18	18	21	7
		۰	17	;	15	14	13	15	U
		7	12	1	05	08	=	07	S
		<b>a</b>	7	1	10	03	07	90	
						_	_		_

504

### At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. stanines progressively higher, levels of progressively lower, and the three higher achievement. Stanines one and two ingrade is at about the middle of stanine denote "about average" levels of achieve the range of skill encompassed by each. consistent fashion from one, grade to clude very low scores and, to the extent ment. Grade-level performance at each Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a use essentially the same metric, or unit, middle three stanines - 4, 5, and 6 from one grade to another. This constant Stanine scores are converted scores that The lower three stanines denote

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shown to the right of the term "NATL NORM norm group scoring in each stanine is percent of the pupils tested in the normfour, five, and six include the middle 54 ative populations, and that the more ex-GRP" shown above. Note that stanines The percentage of pupils in the national

> three (4% + 7% + 12% = 23%). tive group scored at or below stanine cents up to and including that stanine. smaller percentages. The percentage of For example, 23 percent of the normanine may be computed by adding all perpupils at or below any particular statreme stanines contain progressively

achievement average, most schools will geneity of achievement levels at that at each grade level for the school, one at the higher stanines. grade. No matter what the school may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and some

197	197		
1973-74	1974-75	SCHOOL YEAR	
636	641	110	
1.44	0 36 - 8	MEMBERSHIP Y	-
14.5	15.5.	* BLACK	STU
41.4	47-7	* HISPANIC * WHITE AND	STUDENT TRENDS
18	14.0	OTHER AND	RENDS
92.9	92.5	TRANSIENCY ATTENDANCE RATE &	
1	1	ADMINIO ADMINIO	1
29	31	ADMINISTRATORS INSTRUCTIONAL	
24	19	STAFFONAL Pr OTH	
.27.6	25.8	PERSONNEL *	
6.9	6.4	* BLACK	STAFF .
65.5	67.8	* HISPANIC  * WHITE AND	F TRENDS
0*52	31.2	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	DS a
4.9	7.4	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
89	86	STANGENT OF A CHING	
×	802	OPEON	ORG
*	58	1	GANIZATIO TRENDS
		A PUPIL	S AVNOI.

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ţ	NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION /	READING MEDIAN	PUPILS TESTED .	SCHOOL YEAR	GRADE	
	1.8		•			1974.75	1	
	1.8	N A				1973-74		₹Ç
	2.8					1974-75 1973-74	• N	HEVEMENT
	2.8	NA				1973-74		TRENDS:
	3.8					1974-75	3	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
	3:8	NA			٠	1973-74		UIVALENT
	4.8		·			1974-75	4	SCORES 1
	4.8	NA ,				1973.74	•	
Ş	5.8	5.4	5.5	5.0	178	1974.78	₅	
	5.8	N.	5.2	5.0	164	71973-74		
	6.8	6.2	6.5	6-2	349	1974-75	<b>o</b>	
	6.8	N >	6.2	, 5 <b>.8</b> .	307	1973-74		

•		말	FEREN	E IN EX	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	FAINED N	AEANS -	- 1974-7	5 3		٠	,		
SÚBJECT .			READING	G			HTAM	MATH COMPUTATION	MOITA			MATH	MATH CONCEPT	PTS	
GRADE :	2	3	•	5	6	, 2	3	4	5	6	2	3	4	5	6
DIFFERENCE				+0.0	1.0- 0.0+				1.0-	-0.2				E-0- 1-0-1	-0.3
PUPILS TESTED .		1		141	141 290	-			139	139 286				139	286

- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
  denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERCENTAGE DISTRIBUTION .UF READING STANINES 'RY GRADE LEVEL

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20	19	F	ł	ł	•	, !
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12	2%	36	ī	1.		i
7	5.	07	. :	, ł	0.4	į
4	40	60	1	1	1	i
	4 7 12 17 20 17	6 05 12 15 20 19 13 nb C5	6 05 12 15 20 19 13 06 C7 6 7 12 15 20 19 13 06 C5	6 05 12 15 20 19 13 06 C5 6 4 7 12 17 2C 17 12 7	5 10 10 16 22 13 13 06 07 6 05 12 15 20 19 13 06 05 4 7 12 17 20 17 12 7	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

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GRADE	MATH	RCENT
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۳	JI AT IC	1 STATE
	IS NO	31.110
	CH MATH COMPUTATION STANINES	ž
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PERCENTAGE DISTRIBUTION OF MAJH CONCEPTS STANINES

BY GRACE LEVEL

		NATE GRP		r	ו כי	> 75 0		
		NATL GRP	.0	5	<b>*</b> .	Ψ	~	-
F .	-	4	\$0	0	T	1	ŀ	-1
	2	1,7	07	17	;	1	:	ï
	u e	12	20	16	ŧ	ŧ	ľ	:
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INE	5	20	19	. 15	ł	ļ	ĺ	. :
٠.	6	17	25	9	1	,1	•	:
	<b>(</b> )	12	09	10	1	ł	1	:
	"œ	7	C4	83	ł	ŀ	ł	` ;
	.•	4	٥,	40	4	1	ł	1
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	1		8	7	ĺ	1-	-	1
ı	۸,	7	T	8		ŀ	4	1
	· w	12	7	-	1	:	1	:
V1S	4	17	14	.12	ŀ	ł	Ł,	
STANINE	5	, 20	21	17	ł	,	`.;	.;
	6	17	14	13	ţ	.	. :	۱,
	7	12	07	0%	1	1	•	1
	œ	,	05	0% of .	Į.	i	ŀ	3
	ø.		05	•	) }	ł	- 1	
	•		<u> </u>		٠		•	

SP NAT

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. another as shown in the charts above. clude very low scores and, to the extent achievement. Stanines one and two in stanines progressively higher, levels of progressively lower, and the three highe Stanine scores are derived by dividing consistent fashion from one, grade to use essentially the same metric, or unit, Stanine scores are converted scores that grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines. - 4, 5, and 6 unit enables scores to be organized in a from one grade to another. This constant ment. Grade-level_performance at each the range of skill encompassed by each ive. The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

1973-74	1974-75	SCHOOL YEAR	
775	941	Av	
53.2	39.4	MEMBERSHIP &	
20.8	40.4	& BLACK	STU
26.0	20-2	% HISPANIC % WHITE AND	STUDENT TI
33.0	20-4	TRA	RENDS
92.2	93.0	RATE &	
	1	ATTENDANCE RATE & ADMINIS	
29	43	AOMINISTRATORS INSTRUCTIONAL	
.24	21	PERSONAL PERSONAL	
31.0	23.2	, AV.	
0.0	9.3	* BLACK	STAFF
0.69	67.5	8 HISPANIC 8 WHITE AND	F TRENDS
27.8	17.5	A S	DS
3.9	3.7	OR HIGHER  FLANT YEAR	
99	105	ERIENCING	
N N	615	~ '(/, 'Y//, \	OR
Ä	.73	OPERATING EXPENSES CONTRACTED CONTRACTED EXPENSES PER PUPIL	GANIZATIO 海RENDS
		SONTRACTED PER PUPIL	TANOL
			L

_			<u> </u>		4			
	NATIONAL NORM	MATH CONCEPTS MEDIAN 2	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	7
	1.8	2.4	2.7	1.9	53	1974-75		
	1.8	N A	1.7	1.5	. 79	1973-74	1 6	ACH
	2.8	2.5	2.8	2.1	110	1974-75	2.	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1
	2.8	NA	3.5	2.6	901	1973-74	÷.	TRENDS:
	3.8	4.5	4.1	3.0	136	1974-75	3	GRADE EC
	3.8	NA	4.4	2.4	97	1973-74	•	UIVALENT
	4.8	4.5	4.6	3.8	136	1974.75	4	SCORES 1
	4.8	N A	4.6	3.8	108	1973-74	·	
•	5.8	4.5	5-1	5-2	142	1974,75	5	
V	5.8	Z	5.0	4.4	. 93	1973-74		
*	6.8	5.6	5.9	5.6	125	1974-75	6	,
	6.8	N A	6.0	5•6	116	1973-74		

•	4		DIF	FERENC	ENEX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED M	EANS -	1974-75	<u>ن</u>					-
SUBJECT	-		20	READING				MATH	MATH COMPUTA HON	NOM			МАТН	MATH CONCEPT	PTS	
GRADE	· *	2	ω	4	ຜ	6	2		4	5	6	2	ω	4	55	6
DIFFERENCE		+0.2	-0.2	+'0.7	+0.1	+0.2 -0.2 +0.7 +0.1 -0.2 +0.1 +0.0 +0.3 -0.6 -0.	1.0+	0.0	+0.3	0.6	-0	+0.3	+0.3 +0.3 +0.7	1.0+	-0.4	-0.2
PUPILS TESTED .		75	96	102	109	75 96 102 109 99 74 96 102 109	74	96	102	. 109	99	74	96	96 102 109	109	99

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PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES

BY GRADE LEVEL

BY GRADE LEVEL	CF READING	PERCENTAGE	
Ë	S	10	
Ë	STANINES	STRIBUT	
•		102	

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	\ <del>~</del> .	7	12	. 18	23	17,	30	0	
	m /~ .	12	21	18	11	<b>2</b> 8 ·	19	0	
STANINE	4.	17	18	12	15	20	16	16	
NE NE	us .	20	26	14	17	16	<b>,                                    </b>	38	
	6	17	08	18	80	09	=	24	
	7	17 .12	05	90	07	04	04	11	-
ø	۱ ₀₀	7	. 05	04	·.	01	10	· C5	
	va.	4	, 0	0	90	Ó3	04	0	
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7 12

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STANINE

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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24 15.

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9 0

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	9	4	04	03	04	01	٠,	18
		NATL NORM GRP		· ·	n () 1	> <b>2</b> (	n .	
		727	, 6	ั้ง	*	ω	~	-
	1	4	9.0	07	10	0	06	0
	№ ;	. 7	14	16	17	40	17	0
	ω	12	22	2	07	, 0 ,	14	<b>1</b> 0
STANINE	4.5	17	26	21	21	23	15	13
INE	بن	20 <b>20</b>	14	16	16	. 28	11	13
	٠ (	17	80	16 4 10	9	22	14	.24
	7	12	*0 <b>\$</b>	05	06	16	10	16
	8	7	,0	03	13	40	9	18

### 0 - At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines - 4, 5, and 6 another as shown in the charts above. consistent fashion from one, grade to the range of skill encompassed by each Stanine scores are derived by dividing unit enables scores to be organized in a use essentially the same metric, or unit, from one grade to another. This constant Stanine scores are converted scores that The lower three stanines denote Grade-level performance at each The

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		•	
1973-74	1974-75	SCHOOL YEAR	.* .*
696	705	ALL "	
22.7	25.7	MEMBERSHIP	
4.1	6.6	* BLACK	U.S.
73.2	67.7	* HISPANIC  * WHITE AND	UDENT T
6.0	7.3	TRA	TRENDS
-94.0	92.1	ATTENDANCE	
1	2	ADMINICE &	
27	35	ADMINISTRATORS INSTRUCTIONAL	
16	14	PERSON!	
22.0	17.1	VE	
0.0	2.9	* BLACK	STAF
78.0	80.0	* WHITE AND	STAFF TRENDS
32.3	33.3	~ ~ ~ ~ · · ·	DS
11-3	12.3	MA OF HIGHER  FLA TEA	
89	88	SA HIGGREE PANG YEARS EXATENCE OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTHER OTH	
N A	1011	OPERTION	ORG
N A	4		TRENDS
		PER PUPIL	SIONAL
			~Cq

•	,	2	1 C A C W1 C 14 C	S STATE	ָּהָ הַלְּבָּה הַיִּבְּיה הַיִּ	ניין אין אין אין אין אין אין אין אין אין	ACTURE AND AND AND DESCRIPTION OF CORES					
GRADE			2		3	• • · · · · · · · · · · · · · · · · · ·			5		6	
SCHOOL YEAR	1974-75	1973.74	1974-75	1973-74	1974-75	1973-74 1974-75 1973-74	1974-75. 1973-74	1973-74	1974-75	1973-74	1973-74 1974-75 1973-74	1973-74
PUPLLS TESTED	,64	72*	83	**	93	102*	100	121*	121	131*		
READING MEDIAN	2.2	1.9*	2.6	3.2*	4.5	+.6*	5.2	5-6*	7.7	7.1*		
MATH COMPUTATION MEDIAN	2.4	2.3*	2.9	3.1*	4.6	4.9*	6.0	5.8*	7.8	7.0*		
MATH CONCEPTS MEDIAN 2	2.4	NA	3.4	N.	5.0	ΝA	5.8	NA.	7.7	AN	•	N ×
NATIONAL NORM	1.8	8.6	2.8	2.8	3.8	3.8	4.8	4.8	5.8	8.3	8.3	6.8

		DIF	FERENC	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	EANS -	1974-75	ω			Å	·	
SUBJECT		7	READING				MATH COMPUTATION	COMPUT	ATION			HTAW	MATH CONCEPTS	PTS	
GRADE	2	3	4.	5	6	2 .	ω	4	5	6	2	3	4	5	മ
DIFFERENCE	+0.0	+0.0 +0.3 +0.2 +0.6	+0-2	÷0•6		-0.3	<b>-0.3</b> +0.3 +0.3 +0.6	+0.3	+0-6		1 *0+	+0-4	+0,1 +0.4 +0.5 +0.9	+0.9	
PUPILS TESTED 4	64	64 82 91 109	16	109		65	65 77 91 109	91	109		65	77	16	601	
				*											

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PERCENTAGE DISTRIBUTION
OF READING STAMINES

1 06 0 05 06 23 17 12 0 2 06 13 18 11 11 07 20 0 3 C 01 04 17 23 25 13 0 4 04 06 09 21 18 15 09 1 5 01 0 05 06 12 19 29 1 6	ø					T A	STANINE			1	
1 06 0 05 06 23 17 12 09 2 06 13 18 11 11 07 20 08 3 0 01 04 17 23 25 13 09 4 04 06 09 21 18 15 09 10 5 01 0 05 06 12 19 29 12 6 6 12 17 20 17 12 7		٠ ب	œ .	7	<b>о</b>	თ	4	ω.	~		
1 06 0 05 06 23 17 12 09 2 06 13 18 11 11 C7 20 C8 3 C 01 04 17 23 25 13 C9 4 04 06 09 21 18 15 09 10 5 01 0 05 06 12 19 29 12 6	_		7	.12	17	2¢	17	12	7	4	NATE GRP
1     06     0     05     06     23     17     12     09       2     06     13     18     11     11     67     20     68       3     0     01     04     17     23     25     13     09       4     04     06     09     21     18     15     09     10       5     01     0     05     06     12     19     29     12		•	;	:	;	:	;	-	:	:	6
1 06 0 05 06 23 17 12 09 2 06 13 18 11 11 C7 20 C8 3 C 01 04 17 23 25 13 C9 4 04 06 09 21 18 15 09 10		- 12	12	29	19	12	9.0	05	O	10	
1 06 0 05 06 23 17 12 09 2 06 13 18 11 11 C7 20 C8 3 C 01 04 17 23 25 13 09		80	10	9	U S	18	21	9	0.	04	4
1 06 0 05 06 23 17 12 C9 2 06 13 18 11 11 C7 20 C8		07	6.0	13	25	23	17	94	01	.C	ָ שׁ
0 05 06 23 17 12 09		70	68	20 -	67	11	11	18	11	06	`∾
		20	9	12	17	23	90	80	0	90	-

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINGS BY GRADE LEVEL

		NATL NORM GRP			n 🗘 :			4
		3.	6	٠.	•	w	~	1.
_	1			03	<b>C</b> 5	0	90	03
-	∾	7	:	03	07	04	12	,03
٠.	, ω	12	•	04	,80	80	12	95
STANINE	4	17	1	13	10	13	16	=
NE.	5	20	Į	13	14	20	15	17
	6	17	1	13	13	91	20	18
	7	12	;	18	15	8	90	23
•	8	7	ŧ	10	13	19	2	63
	٥		1	22	13		07	=

#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

1						•		
		NATL NORM GRP		n	n O 1	> 70 G	<b>)</b> .	
		252	6	u	4	w	2	-
Г	1		+	1%	0	c	09	03
	2	7	•	03	9	03	90	0
	υ	12	;	05	04	80	9	8
STANINE	4	17	ľ	80	15	14	. 15	8
NE NE	5	20	ł	12	14	12	70	17
	6	17	1	16	13	23	16	20
	7	12	1	13	12	17	19	17
	<b>0</b>	7	1	18	18	14	11	9
	•		:	22	13	07	11	17

510

# * 0 — At least one pupil but less than 0.5% scoring in this stanine

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1973-74	1974-75	SCHOOL YEAR	. `
495	864		
24.2	20.4	MEMBERSHIP &	
10.1	12-8	* BLACK	STU
65-7	66-8	* WHITE AND	STUDENT TRENDS
23-0	22.9	TRA	RENDS
93.9	93.6	ATTENDANCE AATE &	
1,		ADMINITORNOE	
19	24	AOMINISTRATORS INSTRUCTIONAL	
16	. 7	PERSONNER	•
21.0	20.8	·/VE	
5.3	8.3	* BLACK	STAFF
73.7	70.9	* HISPANIC  WHITE AND	F TRENDS
23.8	33.3	A NO	DS
6.1	7.5	MA OF HIGHER  ANG SEE  ELA TIME	
109	104	ANGHER FLANGHER FLANGHER FLANGHER UTIL	
\$	780	OPENION	ORO
Z >	7	CONTRA	ORGANIZATION TRENDS
		PER PUPIL	SIONAL

		AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES 1	TRENDS:	GRADE E	DUIVALEN	SCORES 1	•		•		<b>)</b>
GRADE			2				,	-	51		6	•
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74,	1973-74 , 1974-75	1973-74	1974-75 - 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	6.8	85	79	18	92	82	79	104				
READING MEDIAN	1.6	1.7	4.0	2.6	3.8	3.8	5-4	4.2				
MATH COMPUTATION MEDIAN	2.0	2.6	3.7	3.7	3.3	4-3	5.2	5.1				
MATH CONCEPTS MEDIAN 2	2.10	NA	4.0	Z >	3.6	٧N	<b>4</b> *5	۸N		N.		N.
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5°,8	5.8	8.8	6.8

		DIF	FERENC	E IN E	KPECTED.	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	IEANS -	1974-78	j 3	,	,			, ,
SUBJECT		70	READING				MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	•
GRADE	. 2	3	4	5	6	2 ′	3	4	51	6	2	ω	*	σı.	<b>.</b>
DIFFERENCE	+0.8	+0.8 +0.1 +0.5	+0.5	,		+0.2	+0.2 -0.8 -0.1	6.1			+0•5	+0.5 -0.4 +0.1	+0-1		
PUPILS TESTED 4	57	57 70 58	58	٠.		60	60 75 59	59			60	57	, 59	<i>.</i>	
							,								

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6-19

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PERCENTAGE DISTRIBUTION ...
LF READING STANINES
BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTION CF MATH CONCEPTS STANIMES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

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### ★ 0 — At least one-pupil but less than 0.5% scoring in this stanine

clude very low scores and, to the extent grade-level test into nine equal portions. consistent fashion from one, grade to achievement. Stanines one and two inanother as shown in the charts above. stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of staning denote "about average" levels of achieve-Stanine scores are derived by dividing unit enables scores to be organized in a Stanine scores are converted scores that five. The lower three stanines denote middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one grade to another. This constant use essentially the same metric, or unit, ment. Grade-level performance at each

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

	<u></u>	n in	
1973-74	1974-75	SCI	
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32	35	AOMINISTRATORS	
- 02	13	STAFFONAL	
25 - 3	22 •8	PERSONNEL &	-
6-3	5.7	& BLACK	STAFF
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6.8	6.8	5.8	5.8	4.8	4.8		3.8	2.8	2.8	1.8	× 1.8	NATIONAL NORM .
NA	9.6	N.A	7.5	NA	6.8	NA	5.2	NA	3.4	NA	2.7	MATH CONCEPTS MEDIAN 2
9.4	10.5	7-8	7.5	6.7	6.4	4.6	4.7	3.4	2.9	2.4	2.6	MATH COMPUTATION MEDIAN
10-2	9.5	7.6	7.6	5.8-	5.9	4.7	4.5	3.7	3.3	.2.2	2.2	READING MEDIAN
148	135	136	145	129	107	102	95	93	96	87	105	PUPILS TESTED
1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974.75	1973-74	1974-75	1973-74	1974-75,	SCHOOL YEAR
	6		OI.		4	•	ဒ	.,		l S		GRADE
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		무	FERENCI	E IN EX	PECTED /	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED M	EANS -	1974-75	ບ				
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DIFFERENCE	-0-1	+0.0	+0.5	+0.5	1.0+	-0.1 +0.0 +0.5 +0.5 +0.1 -0.3 +0.4 +0.5 +0.0 +0	+0.4	+0.5	+0+0	+0.6	-0-1	+0.	6	•6 =0.1 +0.6 +0.8 +0.0 +0.
PUPILS TESTED 4	77	79	84	123	79 84 123 124	78	80	80 86 122	.122	123	78	œ		0 86 122
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- In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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PERGENTAGE DISTRIBUTION OF MATH COMPUTATION STANIMES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINGS BY GRADE LEVEL

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STANINE	4	17	80	07	80	13	17	8
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		·	
1973-74	1974-75	SCHOOL YEAR	
9001	1073	AVERAGE MENTERS	٠
92.7	92.9	A VERA GEDAILY MEMBERSHIP	
1.2	1.3	* BLACK	ก้เร
6.1	8*5	* HISPANIC  * WHITE AND	STUDENT T
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31.7	34.0	PERSONNEL	
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	<u> </u>	CONTRACTED  EXPENSES  PER PUPIL	RENDS
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GRADE	`				ω				51		6	
SCHOOL YEAR	1974-75	1973-74 1974-75	1974.75	1973-74 1974-75	1974-75	1973-74	1974-75	1973-74	1974 <del>75</del>	1973-74	1974-75	1973-74
PUPILS TESTED	135	130*	121	127*	147	143*	147	136*	174	124*	141	146*
READING MEDIAN	1.2	1.6*	1.8	2.1*	2.2	2.7*	1	3.4*	3.0	4.3*	4.2	4.8*
MATH COMPUTATION	1.2	1.6*	1.7	2.3*	3.0	.2.9*	3.7	3.7*	4.3	4.7*	4.6	5.1*
MATH CONCEPTS MEDIAN 2	<1· 4	NA	2.0	NA.	2.7	NA	3.2	NA	3.7	- NA	4.2	2
NATIONAL NORM	1.8	1.8	2.8	2.8	8.5	8.8	4.8	4.8	25.	5,8	8.8	6.8

			DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ND ATT	VINED V	IEANS -	1974-75						
	SUBJECT		<u>_</u>	READING				HTAM	MATH COMPUTATION	*NOITA			HATH	MATH CONCEPTS	PTS	
	GRADE	2	ω	4	5	6	2	သ	4	5	6	2	ω	4	5	G
J	DIFFERENCE	-0-2	÷0.0	10.1	0.5	-0.2 +0.0 -0.1 -0.5 -0.1 -0.5 +0.0 -0.1 -0.3 -0.	-b -5	+0 _* 0	0-1	-0 - 3	2	-0.1 -0.2 -0.1 -0.2	-0.2	-0-1		-0.2
	PUPILS TESTED 4	109	124	127	143	109 124 127 143 117 106 124 127 143	106	124	127	143	117	106	3124	127	106 3124 127 143	117
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PERCENTAGE DISTRIBUTION F READING STANIMES GRADE LEVEL

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	0	2	0	S S	8	19	19	27	19		

#### BY GRADE LEVEL PERCENTAGE DISTRIBUTION

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES

BY GRAOE LEVE

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THE THENDS  RELDS  RELDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS	130	26.7 7.2	71.0 2	. 5.3	15 .23,7		38	. 2	91.8	36-6	77.9	15.7, 77.9	6.4	950	1973-74
STUDENT TREMDS  STAFF TRENDS  STAFF TRENDS  SCHOOL STAFF TRENDS  SCHOOL STAFF TRENDS  SCHOOL STAFF TRENDS  SCHOOL STAFF TRENDS  SCHOOL STAFF TRENDS  SCHOOL STAFF TRENDS  SCHOOL STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS  STAFF TRENDS	7.5	8 0		8.5	19.1				91.9	25.5	82.7	12.8	14.5	1065	1974-75
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			TRENDS	STAFF						ELDS		STUE		•	

PUPILS TESTED  READING MEDIAN  MATH COMPUTATION  MEDIAN  MATH CONCEPTS MEDIAN 2	PUPILS TESTED READING MEDIAI MATH COMPUTAT	PUPILS TESTED READING MEDIA	PUPILS TESTED	1	SCHDOL YEAR	GRADE	•
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1.7	1.6	1	1.4	× 117°	1974-75		
2.1	2.1		1.7	46	1973-74	1	AC
	2.3	2.5	2.2	139	1974-75		HEVEMENT
	ZA	2.5	2.1	107	1973-74	2	TRENDS:
3	3.4	3.5	3.2	141	1974-75 1973:74	3	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
	NA	3.8	3.2	112	1973:74		JUIVALENT
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מ	5-2	5.6	5.7	170	1974-75	5	
n	N N	5.7	5.2	129	1973-74		
20	6.5	6.7	0.5	162	1974-75	9	
	z >	6.9	6.8	124	1973-74		

PUP	DIF	GRADE	BUS	
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96	-0.5	3	HTAM	AINED N
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In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*)
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PERCENTAGE DISTRIBUTION OF READING STANINGS BY GRADE LEVEL

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PERCENTAGE DISTRIBUTION
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# № 0 — At least one pupil but less than 0.5% scoring in this stanine.

achievement. Stanines one and two include very low scores and, to the extent stanines progressively higher, levels of denote "about average" levels of achievegrade-level test into nine equal portions. consistent fashion from one, grade to unit enables scores to be organized in a progressively lower, and the three highe grade is at about the middle of starting ment. Grade-level performance at each middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing another as shown in the charts above. from one grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that five. The lower three stanines denote the range of skill encompassed by each

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	· · · · ·		
1973-74	1974-75	SCHOOL	· .
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24.9	1	MEMBERSHILY	
24.9 14.0 31.3	10.2	S BLACK	STUE
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•	.•	ĄÇŀ	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE E	DUIVALENT	SCORES 1				•	
GRADE	_	,	2	فارز	3	,	4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974.75	1973.74	1974-75	1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	89	72*	78	78*	75	86*	, 69	50*	75	54*		
READING MEDIAN	1.4	1.7*	2.4	2.3*	3.3	3.4*	3.8	4.2	4.9	5-2*	,	
MATH COMPUTATION MEDIAN	1.9	1.9*	2.5	2.9*	3.3	3.1*	4.6	4.7*	5.7	5.8*		
MATH CONCEPTS MEDIAN 2,	.1.9	NA	2.5	NA A	3.7	NA	4.5	NA ¢	5 S	Z Þ		Z Þ
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	8.3	6.8

SUBJECT   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADING   TEADIN			PF	FERENC	ENEX	(PECTED	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	ÁINED N	EANS -	1974-78	3			,		
2     3     4     5     6     2     3     4     5     6       =0.4     +0.0     =0.2     =0.2     =0.2     +0.4     +0.1     +0.1       58     59     57     50     59     57     50	SUBJECT		<b>.</b>	EADING				нтеш	COMPUT	ATION			MATH	CONCE	PTS	
-0.4     +0.0     -0.2     -0.2     -0.3     -0.2     +0.4     +0.1       58     59     57     50     59     59     57     50	GRADE	N	ω	4	5	. 6	2	ယ	4	5	6	2	ယ	4	. <b>c</b> n	6
58 59 57 50 59 57 50 59	DIFFERENCE	-0-4	+0.0	-0.2	-0.2		<b>.</b>	-0.2	+0-4	1.0+		-0-4	-0-1	+0.4	+0.0	
	PUPILS TESTED 4	88	59	57	50		59	59	57	50		59	59	57	90	

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PERCENTAGE DISTRIBUTION OF READING STANINES PY GRACE LEVEL

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### PERCENTAGE DISTRIBUTION STANINES BY GRADE LEVEL

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#### PERCENTAGE DISTRIBUTIONCF MATH CONCEPTS STANINES BY GRADE LEVEL

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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achieve consistent fashion from one, grade to unit enables scores to be organized in a . ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant The lower three stanines denote The

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	1973-74	974-75	SCHOOL YEAR	: .
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	635 72.5	76-1	MEMBERSHIP &	
	4.0	4.2	* BLACK  * HISPANIC	STUE
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MATH CONC		MATH COMPUTATION	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	•
NATIONAL NORM	MATH CONCEPTS MEDIAN 2	UTATION	EDIAN	(ED	AR	ند	•
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1.8	NA	1.5	1.2	70	1974-75 1973-74	-	ACI
2.8	2.7	2.8	2-1	83	1974-75	. 2	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES
8.2	AN	2.4	2.0	75	1973-74	2	TRENDS:
8.8	2.4	2.9	2.1	95	1974-75	٠ ن	GRADE EC
3.8	NA	3.7	2.9	98	1973-74	,	QUIVALENT
4.8	4.2	4.3	2.9 3.5	87	1974-75	4	CORES 1
4.8	NA	4.5	3.5	70	1973-74	1	
5.8	5.0	4.6	4.5	74	1,874-75	( 5	
5.8	NA	4.3	4.1	74	1973-74		
6.8	5.2	5.2	- 5.3	71	1974-75	6	
6.8	N.	5.1	4.5	96	1973-74		,

7		<u>D</u>	FERENC	E N EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	AND ATT	AINED N	iEANS -	1974-75	ü		•			
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GRADE	2	з	4	·ση	6	2	ω	]. 4	5	6	2	ω	4	G	
DIFFERENCE	+0.0	-0-4	-0-2	<b>=</b> 0.2	+0.0 -0.4 -0.2 -0.2 +0.3 +0.4 -0.5 +0.2 -0.6 +0	+0.4	<b>10.</b> 5	+0.2	6	+0.3	+0-3	-0-4	+0.5 =0.3	0.3	÷
PUPILS TESTED *	69	80	19 77 69	19	64	64 69 79 76 61	79	76	61	64	69	79	77	61	,
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	-	21	22	26	11	96	0	01	0	
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### PERCENTAGE DISTRIBUTION OF MATH, COMPUTATION STANINES BY GRADE LÉVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

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		ω.	12	17	17	12	22	17	16
	STANINE	4	17,	20	24	26	15	20	38
'	INE	رب ب	20	15	20	64	12	24	1,2
		6	17	07	80	15	90	20	80
		7	12	0.1	. Ç	<u>6</u>	0	07	\$

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1973-74	1974-75	SCHOOL YEAR	
1048	1329	41	
1.6	9.8	MEMBERSHILY	
21.9	26.4	* BLACK	STUE
69.0	63.8	* HISPANIC.  * WHITE AND	UDENT TRENDS
16.2	14.4		RENDS
94.0	94.0	TRANSIENCY ATTENDANCE ACTES	
N	2	ADMINIS ADMINIS	
42	47	ADMINISTRATORS INSTRUCTIONAL	
20	13	PERSONS	,
23.8	23,4	PERSONNEL  * BLACK	
2.4	10.6	* HISPANIC	STAFF
73.8	0.99	· W	TRENDS
27.9	28.5	MA X WI	SS.
8 5	8.4	TIGHTEN	
86	101	AVG YEARS EXPERIENCE UTIL	
×	746	STILLIZATION  OPERATING  EXPENSES  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIENCE  CONVENIEN	ORGA
N A	w	ENSUS CONTRACTED EXPENSES PER PUPIL	TRENDS
		PUPES O	ONAL

		ACI	HEVEMENT	TRENDS:	ACHIEVEMENT TRENDS: GRADE EQUIVACENT SCORES 1	UIVAÉENT	SCORES 1					
GRADE			*		3		4		₅		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974.75 1973-74	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	101	135	62	148	23	145	131	139	124	147	139	120
READING MEDIAN	2.1	2.1	3.1	2.8	3.7 3.6	3.6	4.6	4.4	5.6	5.6	6. 2	6.5
MATH: COMPUTATION MEDIAN	2.2	2.1	3.0	2.8	3.9	4.5	5.6	5.5	6.5	6.7	6.6	7.5
MATH CONCEPTS MEDIAN 2	2.2	ΝA	3.4	NA	3.7	NA	5.2	NA	5 4 8	N	0.2	<b>Z</b>
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	57,8	6.8	6.8

		, DF	FERENC	E N EX	(PECTED.	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AINED N	MEANS -	. 1974-75	5 3 ,					
SUBJECT		- 23	READING		·		MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
GRADE	2	ω	4 0	5	6	2	ω	4	55	6	. 2	3	4	σı.	6
DIFFERENCE .	-0.2	0.3	1:0-	1.0	` <b>-</b> 0 - 2	-0.2 -0.3 -0.1 -0.1 -0.1 -0.2 +0.0 +0.2 +0.1 +0.1 -0.	+0.2	1.0+	1.0+	-0.6	+0.0	<b>=0.3</b>	-0-1	+0.0 -0.3 -0.1 -0.3 -0.8	<b>-0.</b> 8
PUPILS TESTED 4	50	17	107	104	109	50 17 107 104 109 50 17 107 104	17	707	104	1.09	50	17	107	104	109

- In 1973-74 one half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.
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6-25

PERCENTAGE DISTRIBUTION

CF MATH CONCEPTS STANINES

PERCENTAGE DISTRIBUTION OF READING STAVINES
BY GRADE LEVEL

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	03	-	17	19	20	11	11	G	ន្ធ
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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANDINES BY GRADE PLEVEL

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	2	7	14	10	80	03	9	2
	w	12	16	14	80	. 12	90	2
STANFNE	4	17	13	19	21	20	14	13
I'NE	5	20	18	22	10	26	18	=
	6	17	20	17	23	17	17	18
	7	12	9	80	9	07	. 12	13
	<u>م</u>	7	0	0	<b>207</b>	90	9	30

01 07 07 03

r 0- -- At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. another as shown in the charts above. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine unit enables scores to be organized in a progressively lower, and the three higher middle three stanines - 4, 5, and 6 -Stanine scorés are derived by dividing consistent fashion from one, grade to from one grade to another. This constant use essentially the same metric, or unit, ment. Grade-level performance at each denote "about average" levels of achieve the range of skill encompassed by each Stanine scores are converted scores that The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

			-															,10,014
	Z >	2 >	117/	5.7	20.0	4.07	3.7	17 . 25.9	17	27	. 1	92.5	71.9	48.4 71.9 92.5	12.8	38.8	707	197274
	165	, 800	134	6.3	24.3	69.9	6-9	23.2	26	43		91.3	58.5	43.9	16.3	39.8	756	1974-75
525	CONTRACTED  EN SES  EN SES  EN PEN SES  PEN PUPIL	UTILIZATION  OPERATING  EXPENSES  CO	AVG YEARS EXPERIENCE UTIL	\ '\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	MA & WI	* HISPANIC  * WHITE AND	* BLACK	PERSONNEL & P.	STAFFONAL	ADMINISTRATORS INSTRUCTIONAL	ADMINUTE &	ATTENDANCE,  ADDITIONAL TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE TO THE T	TRA	* HISPANIC  * WHITE AND	8 BLACK	MEMBERSHIP &	All	SCHOO! YEAR
NAL	TRENDS	ORG		K	DS/	STAFF TRENDS	STAF						RENDS	STUDENT TRENDS	STU			,

		AC	HEVEMENT	TRENDS:	GRADE E	ACHIEVEMENT TRENDS: GRADE EOUIVALENT SCORES	SCORES 1		,	o		
GRADE	_			2	w		4		5		6	_
SCHOOL YEAR	1974.75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974.75	1973-74	1974-75	1973-74
PUPILS TESTED	72	110*	107	79*	90	82*	90	89*	011	*16		
READING MEDIAN	1.3		1.6. 1.9	*1.2	2.2	2.5*	E*E	3.6*	4-2	4.4*	4	
MATH COMPUTATION MEDIAN *	1.5	1.7*	2.3	2.3*	2.9	2.9*	2.9* 4.1	4.2*	5.0	4.7*		
MATH CONCEPTS MEDIAN 2	1.4	Z P	2.2	N.	3.0	NA,	3.5	2 >	5.0	2		N >
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8 *	3.8	4.8	4.8	5.8	<b>.</b> 5.8	6.39	6.8
			•									

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 197475         WATH COMPUTATION       MATH CONCEPTS         SRADE       2       3       4       5       6       2       3       4       5       8       2       3       4       5       8         PIFFERENCE       -0.2       -0.4       +0.1       -0.1       -0.2       -0.3       +0.2       -0.3       -0.4       -0.1       -0.4       -0.4         UPILS TESTED *       77       62       63       78       78       62       63       78       78       62       78	ا و	<u>.</u>	6	ر ا	
### COMPUTATION    MATH COMPUTATION	PUPILS TESTED 4	DIFFERENCE	GRADE	SUBJECT	
### COMPUTATION    MATH COMPUTATION	77,	-0-2	2		
### COMPUTATION    MATH COMPUTATION	62	+-0-	з		DIF
### COMPUTATION    MATH COMPUTATION	63	1*0+	4	READING	FERENC
CH CH	78	1.0-	5		E IN EX
CH CH		-	. 6		(PECTED
CH CH	78	-0.2	2		AND ATT
CH CH	62	<b>-0.</b> 3	3	MATH	AINED N
CH CH	63	+0.2	4	COMPUT	IEANS -
CH CH	78	-0.2	5	ATION	1974-75
MATH CONCEPTS  2 3 4 5  -0.3 -0.4 -0.1 -0.4  78 62 62 78		•	о'n		ω
MATH CONCEPTS  3 4 5  -0.4 -0.1 -0.4  62 62 78	78	-0.3	.2		
4 5 ° 62 78	62	-0.4	ω	MATH	
PTS - 5 - 78 - 78 - 78 - 78 - 78 - 78 - 78	62	-0.1	•	CONCE	
1   1	78	-0-	5	PTS	
, 6		•	6		

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

PERCENTAGE DISTRIBUTION REACING: STANINES

		•					,				
	_	0.1	22	31	18	16	0	٥	0	10	•
,	2	13	24	27	12	10	07	04	C3.	2	
<b>.</b> 20 C	,W	27	27	09	14	1	07	83	03	0	
	4	80	20	27	11	Ε,	16	0	64	0	
	5	69	£ 5	32	15	18	10	9.0	13	a	
4	6	•	1		ł	ł	1	: <b>1</b>	;	:	
GRA		4	7	12	17	20	17	12	7	٤	
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					STANINE	NE.	] :				

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	i:	NATL NORM GRP	•	ູຫ	4	ω	2	-	
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, 	ω . · ·	12	1	31	8 1	27	25	25	
STANINE	4	17	.1	17	28	21	15	13	
E N	տ	20	1	15	18	11	19	5	
	6	17	٠;	13	10	7.0	60	5	
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#### SRP R NATL 03 16 12 19 19 12 30 20 20 18 STANINE 17 19 1 14 19 20 18 12 14 13 17 9 ב Ċ 5 12 07 12 9 င္မ 90 5 9 2 Ş 2

At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines the and two instanines progressively higher, levels of grade-level test into nine equal portions. clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of stanine the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a five. The lower three stanines denote denote "about average" levels of achieve middle three stantes - 4, 5, and 6 use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant Grade-level performance at each

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percent of the pupils tested in the normative populations, and that the more ex-GRP" shown above. Note that stanines shown to the right of the term "NATL NORM norm group scoring in each stanine is four, five, and six include the middle 54 The percentage of pupils in the national

> tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all persmaller percentages. The percentage of three (4% + 7% + 12% = 23%)pupils at or below apy particular statreme stanines contain progressively For example, 23 percent of the norma-

at the higher stanines. at each grade level for the school, one achievement average, most schools will grade. No matter what the school geneity of achievement levels at that may develop a notion about the hetero-By inspecting the stanine distribution have some pupils at the lower and som

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1973-74	1974-75	SCHOOL YEAR	
896	978	112	
3. S	2.8	MEMBERSHIP.	
10-3	7-4	* BLACK	STU
86 -2	89.8	* WHITE AND	STUDENT TRENDS
20-7	11.2		RENDS
1.46	92.5	TRANSIENCY ATTENDANCE RATE &	
2	2	ADMINIO ANCE	·
35	37	ADMINISTRATORS	
19	13	INSTRUCTIONAL STAFFONAL PERSONI	
19 -22-9	21.6	"NE"	
o.o	0.0	& BLACK	STAFF T
0.0 77.1 25.6	78-4	* HISPANIC  * WHITE AND	F TRENDS
25.6	22.8	MA & W	DS
5.6	6.6	"GLIEE	
86	93	A A PER LANGE	e.
Y.R.	671	S PLANT ON PER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A PUPIL OPER A P	OR
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			AC	ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES	TRENDS:	GRADE EC	UIVALENT	SCORES 1				4	
GRADE	•			2		3		4		5		6	
SCHOOL YEAR	•	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED		86	102	121	109	95	134	124	146	151	133	140	142
READING MEDIAN	AN	2.2	2.0	3.0	3-1	4.5	3.9	4-6	4.9	6-6	6.3	7.7	7.6
MATH COMPUTATION MEDIAN	ATION .	2.1	2.4	3.1	3-4	4.6	4-6	6-0	6.0	6-7	6.4	7.8	7.5
MATH CONCEPTS MEDIAN 2	S MEDIAN 2	2.0	N.	2.9	N.	4.5	N'A	4.9	N.A.	7.1	N.	7.7	NA.
NATIONAL NORM	M	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8
						•							

			DIF	FERENC	E IN EX	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	AND ATT	AINED N	EANS -	1974-75	3			-		
	SUBJECT		30	READING	-			MATH	MATH COMPUTATION	ATION			MATH	MATH CONCEPTS	PTS	
	GRADE	ž,	2 → 3	•	5	6	2	3	4	ø	ę,	2	သ	4	5	6
•	DIFFERENCE	+0.2	+0-2	-	• 0 • 1	+0.2 +0.2 -0.1 +0.1 -0.1 -0.1 +0.0 +0.5 -0.1 +0.		0.0+	+0,5	-0-1	+0.0	<b>-0.2</b>	+0.0	-0-2	-0.2 +0.0 -0.2 +0.1 +0.4	÷.0÷
	PUPILS, TESTED .	90	84	107	125	90 84 107 125 113		83	89 83 107 124 1	124	113	89	83	83 107 124	124	113
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STANINE	2¢	24	13	17	21	15	14
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,	. 7	11	11	95	15	83	67
	*	90	07	0	9	10	16
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#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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	*	10	_O	10	2	0	э	
	7	40	05	03	80	40	0	
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'n	F HATH CONCEPTS STANINES	
~	GRADE LEVEL	

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	NATE NORM		r	n 🖸 1	<b>&gt;</b> ≈ 0	ה	
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	4	2	03	•	Cl	40	10
	7	04	2	80	05	03	0
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STANINE	17 20	17	12	21	15	24	18
THIN		18	13	15	23	17	30
	17	16	20	19	13	14	24
	12	20	18	8	7	9	=
	7	10	13	13	10	80	07
	•	9	07	05	10	10	0

# **★** 0 — At least one pupil but less than 0.5% scoring in this stanine

STANINE

progressively lower, and the three higher clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade is at about the middle of stanine ment. Grade-level performance at each denote "about average" levels of achievegrade-level test into nine equal portions. Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a Stanine scores are converted scores that middle three stanines - 4, 5, and 6 use essentially the same metric, or unit, the range of skill encompassed by each from one grade to another. This constant five. The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

<u>.</u>			
1973-74	1974-75	SCHOOL YEAR	
1985	2012	11/2	
16.1	18.5	MEMBERSHIP Y	
4.9	5.1	* BLACK	STU
4.9 79.0	76-4	* HISPANIC  * WHITE AND	UDENT TI
11.1	10.5	'774.	TRENDS
92.6	92.4	ATTENDANCE	
5	4	ADMINIC ADMINICE	
92	98	ADMINISTRATORS INSTRUCTIONAL	
29	29	PERSONAL PERSONAL	
29 . 20.6	20.4	WEI	
3.3	5.1	* BLACK	STAFF
3.3 76.1	74.5	* WHITE AND	TRENDS
30.7	35,6	MA & WITH	)S
7.0	8.0		
139	137	ERIENCE Silver	
N.	785	OPERATION	ORG
× ×	7	10 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	ORGANIZATION TRENDS
	•	PUPIL	IONAL
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NATIONAL NORM	MATH CONCEPTS MEDIAN 2'	MATH COMPUTATION MEDIAN	READING MEDIAN	PUPILS TESTED	SCHOOL YEAR	GRADE	
6.8	3				1974-75	6	ACHIEVE
6.8	NA				1973-74 1974-75	•	MENT TREN
<b>%</b> 05	54.0	50.0	48.0	591	1974-75	7	ACHIEVEMENT TRENDS: PERCENTILE SCORES
50% 7.8	NA	52.0	50.0	561	1973-74		ENTILE SOC
50%	46.0	40.0	52.0	573	1974-75	8	)RES 1
50% 8.8	N >	48.0	46.0	606	1973-74		
50%	NA.	48.0	44.0	404	1974-75	. 9	
878 808	NA	58.0	56.0	604	1973-74		

LOBIECL		REA	READING			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	
GRADE	6	7	8	9	8	7	8	9	6	7	8	•
FFERENCE		+0.6	+0.6 +1.6 -1.4	-1-4		+6.5	+6.5 =2.1 =0.9	*0.9		6*6+	+9.9 +0.8	NA.
PUPILS TESTED 4		489	463	105		487	487 463 500	500		88.5	463	×

 In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools requived the "New" test in 1974-75. An asterisk (*)
denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in
percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.

- Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

6-28



PERCENTAGE DISTRIBUTION LE RÉADING STANINES BY GRADE LEVEL

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		NCPM GRP	12	11	10	9	œ	
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	2	7	;	.U	<b>/</b>	۾ن	90	90
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STAN INE	*	17	1	ł	ŀ	18	16	19
INE	י עי	20	1	1	i	19	18	22
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•	7	12	1	1	1	69	12	3
	<b>6</b> 0	. 7	ŀ	i	ł	80	07	80
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13	PERCENTAGE OF WATH CO BY GRADE L
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STANINE	*	17	1	ł	1	18	8	5
N.E	5	20	i	ł	i	19	15	19
	٥	17	t	i	l	.14	14	ᇽ
	7	12	ł	l	1	13	9	15
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L	9			1	1	8	36	9

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STANINE

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At least one pupil but less than 0.5% scoring in this stanine

achievement. Stanines one and two ingrade-level test into nine equal portions. stanines progressively higher, levels of progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine denote "about average" levels of achieveanother as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a clude very low scores and, to the extent ment: Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant The

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<u> </u>			
1973-74	1974-75	SCHOOL YEAR	
2109	2358	110	
38.0	33.5	MEMBERSHIP Y	
13.7	17.9	* BLACK	STU
48.3	48.6	* HISPANIC  * WHITE AND	STUDENT TH
32.6	40.1	OTHER AND	TRENDS
86.1	84.6	TRANSIENCY ATTENDANCE RATE &	
5	5	ADMINICE &	
87	101	ADMINISTRATORS INSTRUCTIONAL	
34	33	PERSONIER	
28.7	22.7	· NE	
1.2	5.09	* BLACK  * HISPANIC	STAFF
70.1	71.4	nvi. \	TRENDS
31.1	33.6	MA & WITH	S
5.8	6.6	MA OR HIGHER SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SERVER OF THE SER	
181	201	FRIENCE OF THE PLANE	
AN	749	STILL STON	ORG
NA	37	SAN SAN SAN SAN SAN SAN SAN SAN SAN SAN	TRENDS
		N PUSES ED	SIONAL

-	ACHIEVE	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	ENTILE SOC	)RES 1			
GRAQE	6		7	,	8		9	
SCHOOL YEAR	1974-75	1973-74	1973-74 1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED		•	646	***5	620	432*	919	447*
READING MEDIAN			28.0	*6*5	24.0	6-7*	28.0	7-1*
MATH COMPUTATION MEDIAN			23.0	6-3*	22.0	7.0*	7-0* 32-0	7.7*
MATH CONCEPTS MEDIAN 2		NA	16-0	N.A	18.0	N.A	N.A.	A.A.
NATIONAL NORM	8.8	. A 879	50%	50% 7.8	50%	808 50%	50%	876 \$05

		DIFF	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	XPECTED /	ATTA DNA	INED MEAN	IS - 1974-75	5 3				·
SUBJECT		REAL	READING			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	
GRADE	6	77	8	9	6	7	8	9	6	7	8	40
DAFFERENCE		+1.0	+1.0 +0:0 +0.7	+0-7		-3-5	=3.5 =3.3 +1.T	+1.7		ţ	-4.8 -2.7	N .
PUPILS TESTED 4		- 504.	504. 457 .286	. 286		502	502 457 28	286		502	457	N >

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PENCENTACE DISTRIBUTION OF READING STANINES PY GRACE LEVEL

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		NAT C	12	11	10	و	<b>3</b>	,
	1	4	Ì	i	ķ	.80	12	βÜ
	~	7	1	ł		16	15	15
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STANINE	•	17	1.	,;	ł	22	19	8
INE	ۍ	20	I	1	1	12	14	19
ŀ	6	17	1	ł	ł	10	13	12
	7	12	ł	1	i	8	C7	64
	œ	7	1	1	ł	94	03	02
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GRADE LEVEL	WATH COMPUTATION STANINES.	CENTAGE DISTRIBUTION

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i				/		INE	STANINE		
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*	NATL GRP		7	12	17	20	17	12	7
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11		02	0	03	9	16	19	20	

#### OF MATH CONCEPTS STANINES BY GRADE LEVEL PERCENTAGE DISTRIBUTION

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			GRP AT		о п	n 0 )	<b>→</b> 70 G	ה'	
_			NATL NORM GRP	12	1	ō	φ_	<b>&amp;</b> _	_=
		_	*	1	1	1	6	15	F
		2	7	1	1	1	ပ	<u>.</u>	22
		3	12	1	1	ı	0	25	16
	STANINE	*	17	1	.	ı	Ç	14	20
	I NE	5	20	٩	ı	1	٥	=======================================	90
		۰6	17	Ĭ	•	Ì	0	10	30
		7	12	1	1	1	0	05	3
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### 0 At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two in stanines progressively higher, levels of progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievethe range of skill encompassed by each use essentially the same metric, or unit, middle three stanines - 4, 5, and 6 -Stanine scores are derived by dividing another as shown in the charts above. consistent fashion from one, grade to unit enables scores to be organized in a from one grade to another. This constant Stanine scores are converted scores that five. The lower three stanines denote Grade-level performance at each The

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may develop a notion about the heteroachievement average, most schools will geneity of achievement levels at that at each grade level for the school, one at the higher stanines grade. No matter what the school By inspecting the stanine distribution have some pupils at the lower and some

1973-74	1974-75	SCHOOL YEAR	
2071	2187	41.	
36.7	38.5	MEMBERSHIP Y	
13.7	16.9	* BLACK	STUDENT
¥9.6	44.6	* HISPANIC  * WHITE AND	ENT TR
21.5	28.1	TR. TR	TRENDS
90.7	90.1	ATTENDANCE RATE &	
5	5	ADMINIST ANCE	
16	. 101	ADMINISTRATORS INSTRUCTIONAL STAFFONAL	
38	33	PERSON	
1.23.1	26.7	PERSONNEL  * BLACK	,
4.4	6.9	* HISPANIC	STAFF
72.5	66.4	MAIR	TRENDS
28.9	40.6	MA WITH	Š
. 5.4	6.4	OR AIGHER LASSO OR AIGHER LASSO OR AIGHER LASSO OR AIGHER LASSO OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR AIGHER OR	,
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£.	ACHIEVEMENT TREND PERCENTILE SCORES	MENT TRE	ND PERC	ENTILE SC	ORES 1			
GRADE	9		,	7	3	3	3	•
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1923-74	1974-75	15.5.261
PUPILS: TESTED			512	625	487	607	484	524
READING MEDIAN	•		32.0	34-0	30.0	34.0	. 30.0	0.9E
MATH COMPUTATION MEDIAN			32-0	26.0	23.0	32.0	34.0	0.9E
MATH CONCEPTS MEDIAN 2		N.	23.0	N.	26-0	<b>∀</b> N	<b>√</b> N	WN
NATIONAL NORM	6.8	2	50%	50% 7.3	20%	20% 20%	50%	%0% %0%

× >	365	368		357	367	366	] [	357	366	368	- 1
NA.	+0.5	1-1		-1.5	-2.4	-2-3		=2.9	-3-1	-2.2	
<b>6</b>	8	7	6	9	8	7.	6	9	8	7	
	NCEPTS	MATH CONCEPTS			PUTATION	MATH COMPUTATION	·		DING	READING	
			,	3	IS - 1974-7	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	ATTA DNA	EXPECTED	RENCE IN I	DIFF	ľ
Ą	•						.0				
				928 808	50%	8.8 80%	50%	50% 7.8	50%	6.8	}
r.		•		\$	N >	N >	26.0	N >	23.0	N.	
	3			36.0	34.0	32.0	23.0	26.0	32.0		. 1
Ì	·			36.0	. 30.0	34.0	30.0	34.0	32.0		
	53		a	524	484	607	487	625	512	-	
	:3			1973-74	1974-75	1923-74	1974-75	1973-74	1974-75	1973-74	of
					9		~		7		6

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.

DIFFERENCE PUPILS TESTED.4

GRADE SUBJECT

- Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION

PERCENTAGE DISTA IBUTION GRACE LEVEL KEACING STANINES

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	w	12	. !	ŀ	ŀ	2)	18	19
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	8	7	1	1	1	24	94	50
	9			1	L	22	21	10
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w	12	ł	ł	, 1	19	17	16		GRADE	
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۰	17	ł	ŀ	ļ	10	9	Ξ		ND 1	
7	12	1	1	ł	07	<b>پ</b>	05	•		
œ	7	;	ł	;	02	20	20		STANINES	
9		1	Ľ	1	03	<u>2</u>	) 2 2		<i>y</i>	)

### At least one pupil but less than 0.5% scoring in this stanine

0

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of consistent fashion from one, grade to Stanine scores are converted scores that progressively lower, and the three higher grade is at about the middle of stanine denote "about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing another as shown in the charts above. unit enables scores to be organized in a use essentially the same metric, or unit, ment. Grade-level performance at each from one grade to another. This constant The lower three stanines denote The

> indicate near perfect performance; that is, expected by marking answers without read-, answer only at about chance level of the eight and nine indicate very high levels relatively strong skill deficits. Stanines answering almost all questions correctly. that the test scores are valid, indicate ing the questions. Stanine nine scores test; that is , in about the score range of skill. Pupils scoring in stanine one

GRP" shown above. Note that stanines ative populations, and that the more ex percent of the pupils tested in the normshown to the right of the term "NATL NORM norm group scoring in each stanine is tour, tive, and six include the middle 54 The percentage of pupils in the national ž Z

BY GRADE LEVEL DERCENTAGE DISTRIBUTION OF MATH CONTEPTS STANINES

		# 55 %		•	" "	- ~ 0		
		SPATE	12	1	5	مب	<u>00</u>	
	1	ء ا			ı	0	13	Ç
	~	7	1	1	1	0	81	17
l	w	12	1	1	Ų	0	20	10
STANINE	<b>.</b>	1.7	1	1	I	0	6.	1,2
Ä	ۍ.	20	1	1	ı	0	14	7
	6	17	ı	1	ı	0	10	, 4
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534

pupils at or below any particular stathree (4% + 7% + 12% = 23%). tive group scored at or below stanine cents up to and including that stanine. nine may be computed by adding all persmaller percentages. The percentage of treme stanines contain progressively For example, 23 percent of the norma-

at the higher stanines. grade. No matter what the school geneity of achievement levels at that at each grade level for the school, one By inspecting the stanine distribution achievement average, most schools will may develops notion about the heterohave some pupils at the lower and some

1974-75	SCHOOL	
2194	Au	•
7.0	MBERSHIP &	:
3.2	* HICK	STUE
89.8		UDENT TR
8.9	TRI	TRENDS
94.1	ATTENCY	
ហ	ADMINICE &	
93	INSTRUCTIONS	
_ 27	PEOTHE	
17.2	· VE	
6.4	* ACK	STAFF
76.4		TRENDS
40.2	MA WITT	S
7.5	ANG YEAR	
167	ERIENCE UTH PLA	
741	OPERATIA:	ORG
- 2	CONTRACTED PER PENS	ORGANIZATION TRENDS
	TUPIS O	ONAL
	2194 7.0 3.2 89.8 8.9 94.1 5 93 27 17.2 6.4 76.4 40.2	SCHOOL ATTE TO 3.2 89.8 8.9 94.1 5 93 27 17.2 6.4 76.4 40.2

	ACHIEVE	MENT TRE	NDS: PERC	ACHIEVEMENT TRENDS: PERCENTILE SCORES 1	)RES 1		<i>!</i>	
GRADE /	9	<b>,</b>		7	. 8		9	) `
SCHOOL YEAR	1974-75	1973-74	1974-75	1974-75 1973-74 1974-75 1973 ₁ 74	1974-75	1973,74	,1974-75	1973-74
PUPILS TESTED			675	645#	663	*859	653	*089
READING MEDIAN			64.0	9.5*	62.0	11.0*	11.0* 70.0	12.4*
MATH COMPUTATION MEDIAN	•		62.0	8.9*	8.9* . 68.0	9.6*	9.6# 72.0	10.9*
MATH CONCEPTS MEDIAN, 2	•	NA	70.0	NA	64.0	N A	NA .	NA
NATIONAL NORM	6.8	6.8	¥05	50% 7.8	50%	50% 8.8	50%	8.6 <b>%</b> 05

		DIFF	RENCE IN E	XPÈCTED /	AND ATTA	NED MEAN	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75	3			1	
SUBJECT		READING	ING			MATH COMPUTATION	PUTATION		•	MATH CONCEPTS	NCEPTS	دنہ
GRADE	6	. 7 .	8	9	6	7	8	9	6	7	8	9
DIFFERENCE .	j),	+2.1	+2.1 +1.6 +1.1	+1.1		+4.7	+4.7 +2.5 +1.6	+1.6		+6.4	+6.4 +3.1	N.A.
PUPILS TESTED .4	ă	552	552 561 560	560		552	552 561 560	560		552	561	N.
		•		_								

In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are morp appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.

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The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

			-	INE	STANINE	-			
و و	8	7	6	თ	4	3	2	•	
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12	10	18	25	. 16	10	05	03	*	c ۾ < ع
68	9	18	20	22	13	67	03	10	n &
05	80	17	23	24	Ξ	80	ပ္သ	32	7

### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

		NOR GRP		r	ו ס ח	> 20 (	n .	
		NORM GRP	12	11	10	9	<b>6</b> 0	7
	) 1	4	1	. 1	Į	01	ξO	02
				·		02	0,	07
	'n	7	i	i	Ĭ,	2	4	7
İ	ω	12	1	ł	1	07	90	07
STANINE	4	17	ł	1.	į	12	12	14
I NE	vi	20	1	ł	ł	19	17	18.
	σ,	17	1	ł	ţ	. 20	18	15
	, 7	12	ł	ł	ł	1:3	15	11
	8	7	1	<b>.</b>	ŀ	19	14	9
	_ و	4	1	1	1	07	11	16

#### PERCENTAGE DISTRIBUTION DF MATH CONCEPTS STANINES BY GRADE LEVEL

			GR P		1	m 0 1	> 70 (	n		r
			ORP GRP	12	Ξ	10	9	8	4	
i								*		
	13	<b>.,</b> .	4	ł	1	ł	0	02	92	
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		3	12	i	ł	ł	c	07	08	-/
1	STANINE	4	17	1	ļ	ł	0	11	12	
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		7	12	1	1	ì	٥	18	20	
I		8	7	I,	1	1	0	98	13	
I		9	· 🚓	. }	ı	1	c	13	07	

536

# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

stanines progressively higher, levels of achievement. Stanines one and two ingrade-level test into nine equal portions. clude very low scores and, to the extent progressively lower, and the three higher grade is at about the middle of staning denote "about average" levels of achieve another as shown in the charts above. ment. Grade-level performance at each middle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to unit enables scores to be organized in a use essentially the same metric, or unit, Stanine scores are converted scores that from one grade to another. This constant The lower three stanines denote The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stakine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations; and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% 12% = 23%).

	Z >	2	220	6.4	31.1	4.1 79.6	4.1	.16.3	39	49	4	89.2	25.9	67.5	21-6 10-9	21.6	1069	1973-74
	89	868	286	7.6	34-4	74.7	4.7	20.6	26	63	٠	90.6	26.2	67.7	8.11	20.5	1150	1974-75
CONTRACTED EXPENSES PER PUPIL	EXPATING PER PUPIL CONTRA	OPENION	UTI PLA	OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PREE ARS OF PRE	Ma * Wi	* HISPANIC  * WHITE AND  OTHER	* BLACK	~ /VE.	PERSONAL PERSONAL	ADMINISTRATORS INSTRUCTIONAL	ADMINIST	ATTENDANCE ATTENDANCE	TRI	* HISPANIC  * WHITE AND	* BLACK	MEMBERSHIP &	AL.	SCHOOL YEAR
DS	ORGANIZATION TRENDS	O _R			DS	F TRENDS	STAFF		•				ENDS	STUDENT' TRENDS	STUE	•		

GRADE	o			7	6	3	, 9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			334	321	. 315	323	. 332	062
READING MEDIAN		,	34.0 /	34.0 / 40.0	38.0	34.0	38-0	0.85
MATH COMPUTATION MEDIAN	<i>/</i> .		36.0	34.0	0.06	32.0	36.0	0.86
MATH CONCEPTS MEDIAN 2	,	N A	28.0	NA	26.0	NÀ	N.A	NA
NATIONAL NORM	6.81	6.8	50%	75	50 <b>%</b>	8.8	50%	8 0 8 0 8 0 8 0 8 0 8 0 8 0 8 0 8 0 8 0

		DIFF	DIFFRENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 3	XPECTED.	AND ATTA	NED MEAN	IS - 1974-75	3	;			
SUBJECT ,		READING	DING			MATH COMPUTATION	PUTATION			MATH CONCEPTS	NCEPTS	
GRADE	o o	7	80	9	6	7	8	. 9 *	6;	7	8	9
DIFFERENCE	•	=3.6	=3.6 =1.4 +0.9	+0.9		-1-2	-1.2 -2.9 -0.9	-0.9		-4.0	-4.0	NA
PUPLESTESTED .		265	262	256		264	264 263	257		264	263	N
					,				٠			-

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*PERCENTAGE CISTRIBUTION OF READING STANINES

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STANINE	4	17	ł	l	1	18	16	22	
INE	5	0 .		i	i	20	21	18	
	6	17	ı	4	·	14	11	14	
	7	12	ļ	Į.	ł	96	¢ 4	05	£
	80 -	7	ł	i	ł	04	<del>ن</del> 3	03	
	9	4	L	1	ı	<u>و</u>	· 0	02	
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#### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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		ORP TE	12	=	10	۰۵	<u> </u>		
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	2	7	ł	ì	į	7	19	17	,
	w	12	1	ì	1.	17	14	5	
STANINE	4	17	:	ł	ļ	21	20	222	•
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	٠	17		i	1	11	10	Ξ	
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	œ	7	ŀ	ł	ł	03	03	03	
	9	4	ļ,	<u> </u>	1	03	03	02	

#### RCENIAGE DISTRIBUTION MATH CONCEPTS STANINES GRADE LEVEL

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			GR P M	12.	11	5	۰	_œ	4
ı	-	1	4	Í	ł	ł	0	ĸ	90
		2	. 7	1	1	1	o.	17	20
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	STANINE	*	17	ł	ł	1	0	12	21
	- NE	5	20	ŧ	ł	1	0	12	8.1
		6	17	1	i	1	0	11	8
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			7	ł	1	ł	0	2	2
	Ì	9		ł	1_	Ł	0	02	02

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# ★ 0 — At feast one pupil but less than 0.5% scoring in this stanine.

clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of grade-level test into nine equal portions. another as shown in the charts above. grade is at about the middle of stanine denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each unit enables scores to be organized in a use essentially the same metric, or unit Stanine scores are converted scores that progressively lower, and the three higher Stanine scores are derived by dividing consistent fashion from one, grade to from one grade to another. This constant five. The lower three stanines denote Ment. Gräde-level performance at each

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	NA	×	148	8.7	42.8	83.4	6.5	10.1	50	169	.6	91.2	12.6	87.2	2.2	10.6	3713	1973-74
	*	846	157	9.5	46.0	82.8	6.1	11.1	46	180	6	92.6	12.3	86.6	3.4	10.0	3916	1974-75
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TIONAL DS	ORGANIZATII TRENDS	O _R			SS	F TRENDS	STAFF						TRENDS	STUDENT TR	STUE			

		ACHIEVI	MENT TRE	ACHIEVEMENT TRENDS: PERCENTILE SCORES	CENTILE S	CORES!	:		
	GRADE	9		01	0	1	•	12	2
	SCHOOL YEAR	1974-75	°1973-74	1974-75  °1973-74  1974-75  1973-74  1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
	PUPILS TESTED			1185	1286	1066	1093.	754	826
•	READING MEDIAN		·	64.0	64.0	64.0	62.0	70.0	66.0
	MATHEMATICS MEDIAN			62.3	64.3	64.3	70.0	74.0	72.0
	NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	. 50%	50% 11.8	50%	50% 12.8

DIFFE	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 2	EXPECTED	AND ATT	VINED WE	ANS - 1974	1-75 ²		
SUBJECT		READING	DING		•	MATHEMATICS	MATICS	
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		+0.5	+0.5 +2.1 +1.2	+1.2		+0.6 +2.3	+2.3	+0 <u>-</u> 8
PUPILS TESTED 3		1 000	1000 936	648		1000	935	648

- 1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
- The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the
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- The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

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### PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

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# • 0 — At least one pupil but less than 0.5% scoring in this stanine.

grade-level test into nine equal portions. achievement. Stanines one and two instanines progressively higher, levels of clude very low scores and, to the extent another as shown in the charts above. progressively lower, and the three higher five. The lower three stanines denote grade is at about the middle of stanine denote f'about average" levels of achievemiddle three stanines - 4, 5, and 6 the range of skill encompassed by each Stanine scores are derived by dividing consistent fashion from one, grade to use essentially the same metric, or unit; Stanine scores are converted scores that unit enables scores to be organized in a from one grade to another. This constant Grade-level performance at each The

that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more ex-

treme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

<b>Z</b>	*	164	6.8	32.6	81.5 .32.6	2.3	16.2	72	130	6	87.6	59.1 38.7	1.65	4.7	36.2	3039	1973-74
2	902	198	7.0	36.2	82-1	4.6	13.3	16	153	0	89.0	33.5	58.3	5.7	35.5	3248	1974-75
CONTRACTED PEN PUBLS	UTILIZATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFINATION  OFFIN	ERIENCHING UTILLIA	OF OFFICE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE S	MA & WITH	* HISPANIC  * WHITE AND	* BLACK	PERSONNEL	STAFFONAL PROTEIN	ADMINISTRATORS INSTRUCTIONAL	ADMINISTRATE &	1 7X.	TRI	* HISPANIC  * WHITE AND	* BLACK	MEMBERSHIP	1	SCHOOL YEAR
TRENDS	086			S,	F TRENDS	STAFF						RENDS	STUDENT TRENDS	STUE			

	ACHIEVI	ACHIEVEMENT TRENDS: PERCENTILE SCORES	NDS: PER	CENTILES	CORES1	,		
GRADE		,	10	0			1	2
SCHOOL YEAR	1974-75	1974-75 1973-74 1974-75 1973-74 1974-75 1973-74 1974-75 1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			1000	. 969# 761	761	703*	538	435*
READING MEDIAN			32.0	8.5*	32.0	8.5* 32.0 10.4* 36.0	<u> </u>	11.2*
MATHEMATICS MEDIAN		P	32.0	7.8*	7.8* 34.0	9.0*	38.0	10-2*
NATIONAL WORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	. 50% 12.8
		9.0		100			1	

DIFFE	RENCE IN	DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-752	AND ATT.	AINED ME	ANS - 1974	₽75 ²		
SUBJECT		READING	DING		•	MATHEMATICS	AATICS	
GRADE	9	10	11	12	9	10	=	12
DIFFERENCE	t.	-0-2		+0.2 +1.6		-1.8	-1.8 -1.9 +0.4	+0.4
PUPILS TESTED 3		747	747 604 445	445		. 748	605	*
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- In 1973-74 one-half the Ethools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.
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PERCENTACE CISTRIBUTION OF PEADING STAVINES EY GRACE LEVEL

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#### PERCENTAGE DISTRIBUTION OF MATH CONSEPTS STANINES BY GRADE LEVEL

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			NATL NORM GRP	12	1	13	9	_00_	
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# ★ 0 — At least one pupil but less than 0.5% scoring in this stanine

grade-level test into nine equal portions. clude very low scores and, to the extent achievement. Stanines one and two instanines progressively higher, levels of another as shown in the charts above. consistent fashion from one, grade to progressively lower, and the three higher grade is at about the middle of stanine Stanine scores are derived by dividing unit enables scores to be organized in a five. The lower three stanines denote ment. Grade-level performance at each denote "about average" levels of achieve middle three stanines - 4, 5, and 6 the range of skill encompassed by each from one/grade to another. This constant use essentially the same metric, or unit, Stanine scores are converted scores that The

relatively strong skill deficits. Stanines eight and nine indicate verythigh levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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